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ABSTRACT

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. where students learn about their roles as individuals, workers, and consumers. The booklets are designed to provide practical information about people, businesses, and services in a typical region. A program guide and suggestions on how to conduct each lesson are included. The lessons include: (1) "Exploring Our State"; (2) "Regional Resources"; (3) "Make a Decision"; (4) "You're in Charge"; and (5) "Here, There, and Everywhere." Student materials are accompanied by: a letter to parents; a state resource guide; worksheets for exploring individual states; a worksheet on using resources; an activity card on business problems for two types of businesses--a pizza parlor and a pet shop; a decision making worksheet; flash cards on tools and resources for various jobs; play money; game cards; a game board for "Polly and Pete's Pizza"; a "Business Journal"; a "Certificate of Achievement"; and a teacher evaluation form. (EH)

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Junior Achievement®

Guide for Consultants and Teachers

OUR REGION™

SO 028 820

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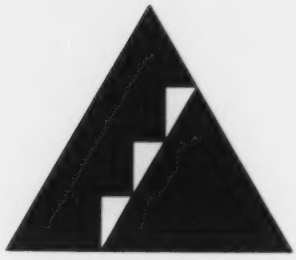

Junior Achievement®

Guide for Consultants and Teachers

OUR REGION™

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Foreword

Junior Achievement Inc. is a not-for-profit organization financed by over 100,000 businesses, foundations, and individuals. The purpose of Junior Achievement is to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

Since its founding in 1919 by Horace A. Moses, president of Strathmore Paper Company (Springfield, Massachusetts), Junior Achievement has contributed to the business and economics education of young people in 3,300 communities in the United States and other countries. In the United States, over 57,000 volunteers present Junior Achievement programs each year.

Junior Achievement programs for kindergarten through grade 12 include the following:

- **The Elementary School Program** is an economics and business curriculum for students in kindergarten through grade six. Participants learn about the roles they play as individuals, workers, and consumers. Through lively discussions and activities, the students discover how basic economic concepts apply to their lives–today and in the future. Like Junior Achievement's other programs, the Elementary School Program is presented by Junior Achievement volunteers, with support from classroom teachers.

- **The Middle Grades Program** is an in-school, economics and business curriculum for seventh-, eighth-, and ninth-grade students. It is organized around three major themes: *Personal Economics*, *Enterprise in Action*, and *The International Marketplace*. A business volunteer, who is a role model for the students, presents eight to 10 activities on one theme.

- **Economics** is an in-school, one semester course introducing economics to high school sophomores, juniors, and seniors. The students use a textbook, a study guide, and computer software developed and produced by Junior Achievement. Theoretical concepts are enriched by the experience of organizing and operating a "student company," by a computer management simulation, and by weekly visits from a business volunteer.

- **The Company Program**, the original Junior Achievement program, provides high school students with practical business experience through the organization and operation of a business enterprise. With the assistance of business volunteers, the students gain insights into the complexities and rewards of the American economic system.

- **The Company Masters Program** provides an opportunity for students to extend their Junior Achievement learning experience. Through a simulation, students solve business problems and develop business leadership skills.

All Junior Achievement programs are field tested in classrooms and updated in response to comments from teachers, students, and consultants. Each program is evaluated by an independent research firm. The results of these evaluations are used to revise and improve the instructional materials.

Junior Achievement Inc.
One Education Way
Colorado Springs, CO 80906

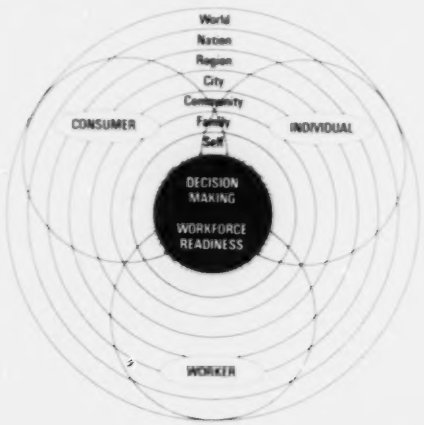
ELEMENTARY SCHOOL PROGRAM OVERVIEW AND THEMES

Overview

The Elementary School Program shows elementary school students the relevance of education to the workplace through a sequential business and economics curriculum. Its sequential approach helps the students understand their economic world and prepares them for academic learning and lifelong achievement. With a variety of hands-on activities delivered by a volunteer role model, students will better understand the relationship between what they learn in school and their successful participation in our economy.

Themes

The Elementary School Program is built on major organizing concepts appropriate for the elementary grades. Students will learn business and economic concepts and skills at each grade level that build on those taught in preceding grades. The illustration below shows the roles of the students, the context in which these roles are played, and the skills needed for successful participation in the free enterprise system. An explanation of this illustration follows.



Three important roles we assume in order to become contributing members of society are that of INDIVIDUAL, WORKER, and CONSUMER. The individual develops personal characteristics including a sound self-concept, taking responsibility, cooperating with others, and setting personal goals. The worker learns the value and importance of work, kinds of work people do, and employers' expectations. The consumer decides how to allocate scarce resources.

The framework in which these roles are carried out is the community. The community is an ever-expanding environment in which students move from the immediate, concrete environment to a more global, abstract environment.

The skills needed to successfully operate within the economy are represented by DECISION MAKING and WORKFORCE READINESS. The decision-making skills represent a logical analysis of economic issues. Workforce-readiness skills represent those skills which enable the worker to adapt to workplace demands and expectations.

OUR REGION GOALS

Our Region is designed to provide practical information about people, businesses, and services in a typical region.

The goals of *Our Region* are to

- supplement the elementary social studies curriculum with business and economics-related skills and concepts.
- increase the students' awareness of the production and the distribution of goods and services in states and regions.
- help the students discover the importance of resources to the operation of a business.
- help the students develop an awareness of the interdependence of business in a region and the flow of money through a region.
- help the students solve basic business problems in a regional economy.
- make the students aware of the importance of education for future career development.

USING THE PROGRAM GUIDE

Activity Format

To assist in the successful presentation of the materials, each activity has been developed in the following format:

Overview - A brief description of the activity is provided.

Objectives - Objectives for the activity describe the principal skills and concepts to address.

Preparation - Consultants can use these tips to identify topics or issues to address and materials to gather before presenting the activity.

Time - Each activity has a recommended time. Adjust these guidelines to suit your class.

Materials - Each activity lists those materials provided and additional materials you may need for a successful visit.

Presentation - This suggested outline to follow includes ideas for introducing and coordinating the activity (role-playing exercises, small-group discussions, problem-solving exercises, demonstrations, etc.).

Summary and Review - Suggestions here will help you close the activity.

Setting Personal Goals - In this section students are encouraged to relate the activity to education goals and career opportunities.

Checking for Understanding - These suggestions will help you assess how much knowledge the students have retained.

Follow-up Activities - Designed for immediate follow-up, this activity takes just a few minutes.

Interdisciplinary Activities

To extend student learning, see the list of activity ideas at the back of the Program Guide.

PREPARING FOR CLASS

General Guidelines

▲ Review all the materials in the Program Guide carefully. Thorough preparation is the key to a successful presentation.

▲ Check your "Materials" section to be sure that your kit is complete. **Give the second Program Guide to the teacher,** and make certain the teacher is aware of any supplies students will need. Call your local Junior Achievement office if your kit is incomplete.

▲ Picture yourself presenting the activity.
- Will you be comfortable using the suggested presentation style? How can you modify the activity to suit your style?

- Will the activity fill the time available? Depending on your style and the students' interests and abilities, many activities take more or less time than expected. Prepare more than you think you will need.

- Are you prepared to enrich the activity? Consider drawing on your own experiences or developing examples that are relevant to your particular class.

▲ Arrive at least 15 minutes before the session.

Class Observation Session

▲ Observe a class session in advance. You will find it helpful to watch the teacher's presentation style and how the teacher and students interact. See the Class Observation Checklist on the next page.

▲ Visit with the teacher to review your plans and obtain advice on the best way to present each lesson and to manage the class. Learn the teacher's classroom rules. Ask the teacher about the kinds of activities the students enjoy the most. Ask about the students' general ability level.

▲ Borrow a student text (e.g., reading, math, language arts, social studies). It will provide helpful background information and increase your awareness of the topics and concepts the students are studying. Ask the classroom teacher which text would provide the best overview.

CLASS OBSERVATION CHECKLIST

- How many students are there? Knowing this will help you decide how to divide the class into small groups.
- What is the ethnic breakdown of the class?
- How does the teacher maintain discipline?
- How does the teacher encourage orderly participation? For example, do the students raise their hands? How does the teacher handle interruptions?
- What does the teacher do to make each student feel important and at ease? Is there anything you would do differently? For example, are there any students to whom you should be sensitive?
- Is there a clock you can see easily, or do you need to bring a watch?
- Where will you place visuals such as a poster or map? What will you need to display them?
- Will you need to rearrange desks, tables, or chairs for any part of your presentation? Plan in advance for the most effective way to do so.
- Can you tell if you will be able to count on the teacher's help with your presentation? Do you see any potential problems with your presentation or with the class? If you do, try to discuss them with the teacher in advance.

PRESENTING THE ACTIVITIES

Consultant/Teacher Cooperation

Open communication and a positive working relationship with the teacher are extremely important. Know the teacher's classroom rules and procedures; letting the students know you will follow them will help you maintain control and ensure continuity.

Because you are a visitor, visitors' "rules" often are enforced by the teacher. You need to overcome the students' hesitancy by encouraging questions from them. Further, while you are primarily responsible for presenting the activities, the teacher plays several important roles.

Planning Aide—The teacher can provide valuable information about the interests and abilities of the students that will help you modify activities for your class. In addition, the teacher can help you identify skills and content school districts require in their curriculum standards.

Classroom Manager—The teacher is responsible for maintaining order and providing an atmosphere conducive to learning. When appropriate, the teacher also can help reinforce specific topics and monitor students working in groups.

Liaison—The teacher can serve as a liaison or bridge between the consultant and the school. The teacher should inform you of school policies and provide audiovisual equipment (when appropriate arrangements have been made).

Interpreter—The teacher should provide feedback to help you communicate more effectively with the students, especially for those students who speak little English. The teacher can introduce specific concepts to prepare students for your presentation and review vocabulary between your visits.

Dialogue and Discussion

- Be enthusiastic and friendly. Use the students' names. They will consider this a sign of respect and personal interest. Reusable table tents are available in the kit. Be sure to write your name on the chalkboard at the beginning of each visit.
- Write legibly on the chalkboard, and don't talk with your back to the students. Turn around and face the class so the students can understand you.
- Stand near the students who are inattentive or misbehaving.
- Move around the room. Don't stay in one spot for the whole lesson.
- Invite the students' questions and ask questions to keep the class involved and active. Give clues if the students don't respond. Try to involve as many students as possible. Direct questions to the quiet students and occasionally call on the students who have not raised their hands.
- State the behavior you expect from the students at the beginning of the session, then reinforce this by praising examples of good behavior: "I really like the way Bobby is sitting up and listening."
- Elementary students will usually be very excitable and talkative. To get them to quiet down:
  - let them know that they must raise their hands before they speak;
  - tell them they are talking too loud, then wait until they are quiet to go on;
  - encourage them to listen to others;
  - speak in a quieter voice;
  - stop speaking until they settle down;
  - turn out/blink the lights to get their attention; and
  - use the term "all eyes on me."
- Use language the students can understand, but don't talk down to them. Keep in mind that their vocabulary is not as large as yours. Explain all terms. Use local examples whenever possible.
- Avoid using gender and ethnic stereotypes.
- Remember that you are a resource person. Tell the students about your early aspirations and how you got your current job. You'll be remembered because you cared about, were prepared for, and shared with them.

Group Activities

- Consult with the teacher to determine the best way to divide the class into groups. In general, the more quickly the students can be moved into groups the better.
- Give general instructions before dividing the class into groups.
- Give clear, detailed instructions before every activity. Demonstrate the instructions in front of the class to ensure that all students know what is expected. If the activity involves several steps, go through each one to eliminate confusion.

RECOGNITION

Achievement pins and certificates of accomplishment for the students have been included in your kit to recognize their participation in the program. Encourage the students to take them home to show to their families.

Check with the teacher to make sure you will have enough pins and certificates. Also, obtain a class list in order to complete the certificates. Talk with the teacher to determine how the pins and certificates should be distributed. Make sure you have signed each certificate and correctly spelled each student's name.

Following are several options for distributing the pins and/or certificates:

- Roll each certificate and put a ribbon around it so that it looks like a diploma.
- Distribute the pins and certificates at the end of your last session.
- Distribute the pins at the end of your last session and hold the certificates (or hold both pins and certificates) until the school's awards assembly; i.e., a time when all students are being recognized for their accomplishments.
- Hold the certificates or hold both pins and certificates to distribute at an open house or special event for students and their parents.
- Distribute the pins and certificates at a special Junior Achievement assembly or event at the school.

Discuss these or other opportunities for recognition with the Junior Achievement staff and the teacher before your last session.

A NOTE TO CONSULTANTS AND TEACHERS

The Elementary School Program has been implemented in thousands of classrooms across the nation, and Junior Achievement staff members are anxious to help guarantee the success of *Our Region* in your classroom.

Both the consultant and teacher should be present in the classroom while the program is being conducted. The cooperation of consultants and teachers is a critical element in each *Our Region* presentation. Junior Achievement strongly recommends the following conduct for teachers and consultants:

Teachers can assist consultants:

- Monitor the time
- Help group the students
- Reinforce each activity, especially after a consultant's presentation; integrate it with other lessons
- Provide guidance to the students during the consultant's presentation
- Be responsible for the students' behavior in the classroom
- Determine the appropriate way(s) to recognize the students

Consultants can assist teachers:

- Know the school's policies regarding visitors
- Seek the teacher's advice; respect the teacher's authority and expertise in the classroom
- Leave discipline to the teacher
- Tailor your presentation to meet the needs of the students and the teacher
- In any contact with students be sure the teacher, another school-sanctioned adult, a local Junior Achievement staff person, or the student's parent or guardian is present

This guide for consultants and teachers outlines material the consultant will present. We ask that both the consultant and teacher review each activity, preferably together, so that the consultant can better meet the needs of the students. Further, this program offers several support activities for teachers to help them determine the program's success and integrate its material with other lessons:

- **Pre- and Post-Program Questionnaires** - To assess the level of student understanding, questionnaires are available to use before and after the series of activities.
- **Follow-up Activities** - Designed for immediate follow-up, each activity takes just a few minutes. Also, check with your local library or school resource center for appropriate videos to accompany each activity.
- **Interdisciplinary Activities** - To extend student learning, see the list of activity ideas at the back of the guide.

Junior Achievement appreciates the commitment you have made to the program's success. We are certain that you and your students will find *Our Region* to be an informative, worthwhile, and enjoyable experience.

Answers to the Pre- and Post-Program Questionnaires

1. Answers will vary.

2.

E	=	oven		M	=	flour
P	=	baker		M	=	butter
M	=	sugar		P	=	cashier
E	=	mixer		M	=	milk

3.

First	Describe the problem.
Second	Identify the choices.
Third	List the advantages and disadvantages of each choice.
Fourth	Select the best choice.

4. A new cook
   Flour for pizza crust
   A pizza server clears a table
   Rent for the building
   The owner adds breadsticks to the menu

5. The pizza parlor. (Answers will vary.)

Name _____

1. Name one product manufactured in your state.
   Write your answer on the line below.

   _____

2. Decide which of the items in the list below are examples of the people, the equipment, or the materials a bakery needs. Label each item with the correct letter.

P = people	**E = equipment**	**M = materials**
____ oven	____ flour	
____ baker	____ butter	
____ sugar	____ cashier	
____ mixer	____ milk	

3. Read the steps you would use to make a decision.
   What would you do first, second, third, and fourth?
   Write a number beside the steps to put them in order.

   _____ Select the best choice.
   _____ Identify the choices.
   _____ Describe the problem.
   _____ List the advantages and disadvantages of each choice.

4. Which things in the list below are expenses for a pizza business? Circle all of your choices.

A new cook	A pizza server clears a table
Flour for pizza crust	Rent for the building
A customer buys three cheese pizzas	The owner adds breadsticks to the menu

5. Name a business in your community that depends on another business in your state or region.

   _____

EXPLORING OUR STATE

OVERVIEW

Students discover that states have economies and that states are part of larger, interdependent economic regions. By exploring a series of economic resource maps, they learn how the production of various goods and services impact state and regional economies.

OBJECTIVES

Students will be able to:

- Identify the goods and services produced in a state,
- Describe ways that businesses impact a state economy, and
- Give examples of economic interdependence in a region.

PREPARATION

- Review the activity and the list of materials. See page 14 for a copy of the poster to help you prepare.
- Discuss the activity with the teacher.
- Obtain a product of interest to this age group for the activity's introduction. You need a product manufactured in your state.
- Review the State Resource Guide and other reference materials to help you identify key industries and resources in your state. On pages 33-35 please note Washington, D.C.; the territories; and the commonwealths. Check with the teacher about how best to modify this activity for your area.
- Review the follow-up activity that accompanies Exploring Our State. Discuss its use with the teacher. If you plan to use it with your presentation, make enough copies for all students before you arrive.
- Write your name on a sample table tent. Obtain tacks or tape for hanging the Regional Resources poster and the United States wall map.

TIME

40 minutes. Ask the teacher to help you watch the time.

MATERIALS

- Table tents
- Regional Resources poster
- United States wall map
- Exploring Our State worksheet
- Set of State Resource Guides
- Set of parent/guardian letters
- Pencils (not in kit)
- A product made in your state (not in kit)

PRESENTATION

Introduce Yourself and the Program

10 minutes

Greet the students. Describe your interests and your job. Tell the class where you went to elementary school. Explain how your education has helped you to succeed. Describe your future career or education goals. Be sure to mention how long you have lived in the state and why you live here. Your response should show that you live in this city because of your job, because of a friend or relative, or because you like the area.

To prepare, think back to your friends, teacher(s), subjects, and activities at this grade.

Show the students your sample table tent. Distribute the table tents to the students and ask them to write their names on them as you have on yours.

Emphasize the variety of reasons people live where they do. Display the United States wall map. Ask the students, "What state do we live in?" As students respond, point to the state on the map. Tell the students that during the next few sessions they will be discussing

- the *businesses* in their state,
- the *people* who work for these businesses, and
- how businesses *make* the things they *sell*.

Hold up a product that is made in your state. (Use good judgment in choosing an appropriate product.) Say, "This (name the product) was made right here in our state. It is made from/out of (list the ingredients/materials). The name of the company that made it is (give the company's name). I bought it at (name the store)."

Activity

20 minutes

With the teacher's help distribute one copy of the State Resource Guide and one copy of the Exploring Our State worksheet to each student. Have the students write their names on them. Have them write the name of their state on the worksheet. Ask, "What do you typically see pictured on a map?" Responses may include rivers, cities, mountains, lakes, and boundaries. Say, "Today we are going to look at some maps, but the maps may be different from maps you have seen before."

Option: Work with the teacher to divide the class into small groups. Assign one map to each group and give the groups a few minutes to study their maps. Then have someone from each group report its findings to the class.

Ask the students to turn to page 2 in their State Resource Guides. Say, "The maps we are going to look at today will help you learn about the economy of our state." Say, "The economy includes the businesses and people in our state that make and sell the things we need and want."

Write 1,000,000 on the chalkboard for students to better understand the size of millions.

Follow the steps below to guide the students through the series of resource maps. Be sure to explain that each of the maps the students will study has a key. The key unlocks the information on the map.

- **Population Map**
  - Does anyone know how many people live in the United States? (255 million)
  - Which states have the most people?
  - Which states have the fewest people?
  - How does our state compare?

Have the students write their state's ranking on their worksheets. Then point to the states and areas on the United States wall map as you say, "Let's look at our Population Map more closely. The most populated states are California, New York, Texas, and Florida. The nation's other population centers are in the Northeast and in the Great Lakes area." Then have the students turn to page 3.

▲Land and Water Use Map

- What seven ways are the land and water used?
- What areas or regions have the most farming?
- What areas or regions have the most desert?
- What is the land and water use in our state?

Land and Water Use is harvesting the land and water for crops, livestock, timber, and fish.

Have the students write their state's land and water use on their worksheets. Then point to the states and areas on the United States wall map as you say, "Let's look at our Land and Water Map more closely. A mix of land uses is present in nearly every state. States in the South are a mix of forest and farmland. Western states are a mix of desert, grazing land, farmland, and forest. There is a belt of farmland that extends from Ohio west to the Great Plains, from North Dakota south to Texas." Then have the students turn to page 4.

▲Minerals Map

- Does anyone know how much money is made from minerals? ($20 billion)
- What areas or regions have the most minerals?
- What areas or regions have the least minerals?
- Does our state have a lot of, some, or few minerals?

Minerals are materials that often must be mined.

To show billions, add three zeros to your 1,000,000 on the chalkboard.

Have the students write their state's comparison on their worksheets. Then point to the states and areas on the United States wall map as you say, "Let's look at our Minerals Map more closely. Leading mineral producing states are found throughout the United States, but California, Nevada, and Arizona are clearly leaders. Most metals mining—gold, copper, and silver—occurs in the western states. Also, while manufacturing often takes place in population centers, mineral production does not." Then have the students turn to page 5.

▲Fuels Map

- Does anyone know how much money is made from fuels? ($138 billion)
- What areas or regions have the most fuels?
- What areas or regions have the least fuels?
- Does our state have a lot of, some, or few fuels?

Fuels are materials that are burned to give off heat or produce energy.

Have the students write their state's comparison on their worksheets. Then point to the states and areas on the United States wall map as you say, "Let's look at our Fuels Map more closely. Fuels are highly concentrated in just a few states. Alaska and Texas are leaders in oil production. Texas, Louisiana, and California lead the nation in natural gas production. Coal production is strong in Pennsylvania, West Virginia, and Kentucky." Then have the students turn to page 6.

▲ **Manufacturing Map**

- Does anyone know how much money is made from manufacturing? (over $3 trillion)
- What areas or regions have the most manufacturing?
- What areas or regions have the least manufacturing?
- Does our state have a lot of, some, or little manufacturing?

Manufacturing is the process used to make products from raw materials and natural resources.

To show trillions, add three zeros to your 1,000,000,000 on the chalkboard.

Have the students write their state's comparison on their worksheets. Then point to the states and areas on the United States wall map as you say, "Let's look at our Manufacturing Map more closely. The top six manufacturing states are all within the top seven populated states. The exception is Florida, where the major industry is health care and not manufacturing."

A **region** is an area with similar resources.

After students have completed their worksheets, display the Regional Resources poster. Discuss how resources are found in a **region**. Explore the fictional region on the poster. Identify a variety of resources and business activities. Be sure to point out some of the uses for land and water, minerals, fuels, and manufacturing activities the students identified on their worksheets.

Have the students turn to the picture of their state in their State Resource Guide. Give them a couple of minutes to explore the page.

▲ **NOTE**: The State Resource Guide draws its information from nationally known resources using standard government classifications. For example, major goods manufactured in Utah, like airbags and roller coasters, are grouped under the standard heading "motor vehicles and equipment." Such a broad description could cause confusion among students, so Junior Achievement recommends that you and the teacher provide additional information to make these classifications relevant for the students.

Read the information about their state with them. Help the students draw the connection between the United States economic maps they have just studied and the map of their state.

Summary and Review

10 minutes

After the discussion, talk about what the students have learned. Call on students to briefly share what they found out about their state or regional economy that they didn't know already.

Remind the students that all businesses and people need many different goods and services. These products may come from an economic region within their state or from a larger economic region of several states. Every state and region has a lot to offer.

Ask the students if they would like to learn more about states and how businesses and people affect a state's economy. Tell the students that next time they will learn more about what resources are and how businesses get the resources they need for their products and services.

Collect the State Resource Guides for use in a later activity. Let the students keep their worksheets. Distribute the parent/guardian letter and explain that it describes the program. Encourage them to take the letter home to share with their families.

Setting Personal Goals

Ask the students,

- What types of jobs do people have who work for the businesses you have identified in the poster? (For example, miners, store owners, and salespeople.)
- Are any of those same jobs in your state? Can you name others?

Encourage the students to think about the types of jobs they might be interested in and what education and skills they might need to do those jobs.

Time may not permit the consultant to conduct this section of the activity, so the teacher may use this later. These suggestions represent opportunities to apply concepts introduced in the activity.

CHECKING FOR UNDERSTANDING

Have the students turn to page 7 in their State Resource Guides. Have them build an economic view of the United States based on the services found in the various states.

1. Have the students choose five different colors of crayons, one for each type of service.
2. Have the students begin by filling in the colors on their key at the bottom of their maps.
3. Have the students read the services for each state and color their maps according to their map keys.

Name_____

Look at the economic maps of the states in your State Resource Guide.
Choose a state other than the one you live in.
Answer the questions below for the state you chose.

_____
(state name)

1. This state ranks number _____ out of 50 states in population.

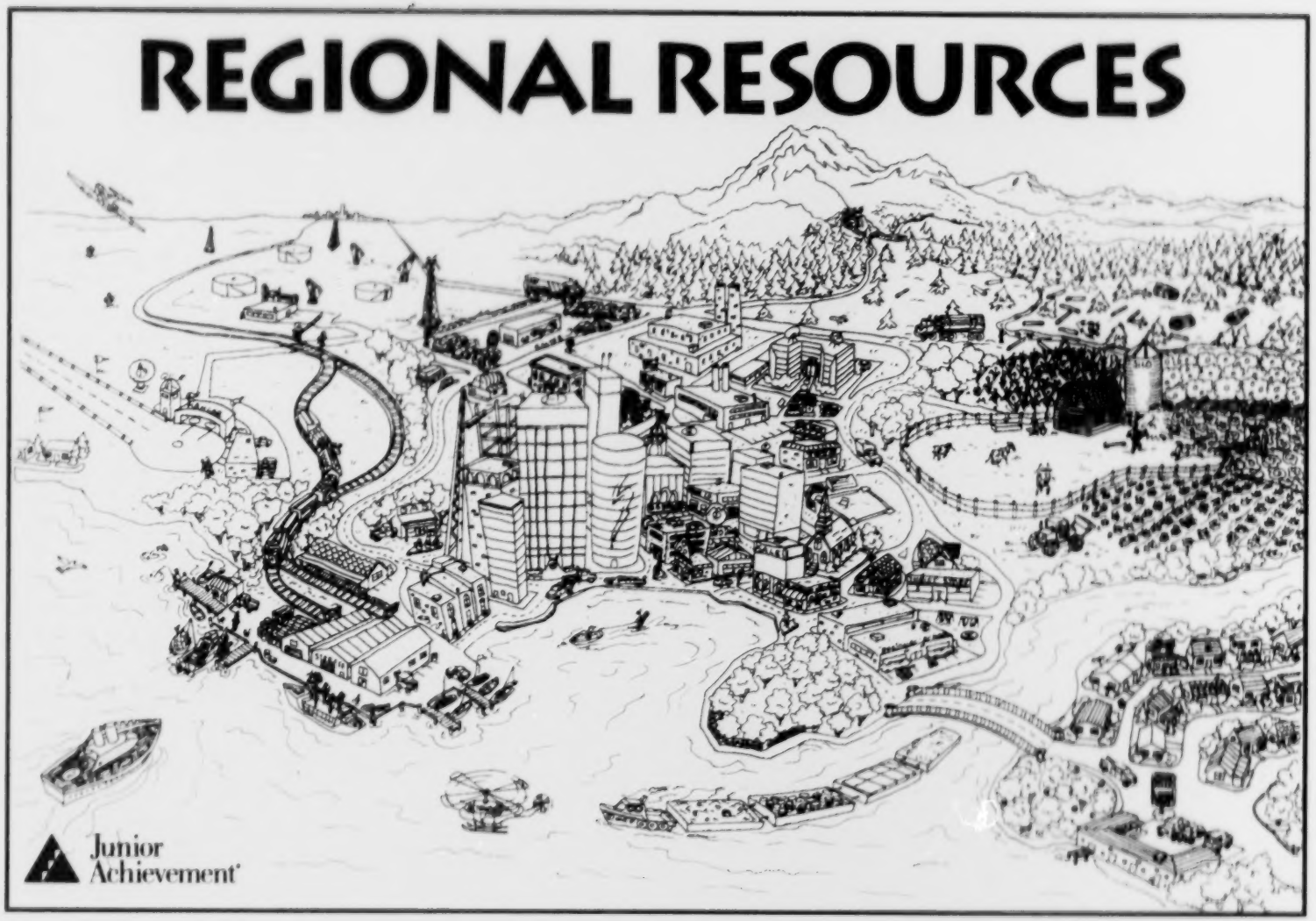
2. This state uses the land and water for

_____

3. This state has ❑ a lot of ❑ some ❑ few minerals.

4. This state has ❑ a lot of ❑ some ❑ few fuels.

5. This state has ❑ a lot of ❑ some ❑ little manufacturing.


REGIONAL RESOURCES
Junior Achievement

REGIONAL RESOURCES

OVERVIEW

Students learn about the people, equipment, and materials required to produce goods. They also learn that businesses are interdependent and that many businesses in a state or region cooperate to provide consumers with goods.

OBJECTIVES

Students will be able to:

- Identify the resources (people, equipment, and materials) involved in producing goods and
- Give an example to explain why one business often depends on the goods or services provided by another.

PREPARATION

- Review the activity and the list of materials. See page 14 for a copy of the poster to help you prepare.
- Discuss the activity with the teacher. Explain that the activity will involve small groups, and ask for help assigning students to their groups.
- Review the State Resource Guide and other reference materials to identify key industries and resources in your state.
- Obtain a product of interest to this age group for the activity's introduction. The plan refers to a pizza box, but you may use such items as a chocolate chip cookie, video game, T-shirt, or athletic shoe. If possible, consider a product manufactured in your state.
- Review the follow-up activity that accompanies Regional Resources. Discuss its use with the teacher. If you plan to use it with your presentation, make enough copies for all students before you arrive.
- Use the table tents from the previous activity. Obtain tacks or tape for displaying the Regional Resources poster. Display the poster in the classroom when you arrive.

TIME

40 minutes. Ask the teacher to help you watch the time.

MATERIALS

- Table tents
- 8 sets of Resource Cards
- Regional Resources poster
- 8 Using Resources worksheets
- Pizza box (not in kit)
- Pencils (not in kit)

PRESENTATION

5 minutes

Introduction

Review the previous activity. Point to the Regional Resources poster. Ask, "Can you name a resource found on this poster?" Allow time for responses. Say, "Today we are going to discover how resources are used to make goods."

Hold up the pizza box you brought and ask the class the following questions.

- Do you like pizza?
- Have you ever wondered where the pizza was made and how it got to the grocery store or restaurant?

Point out that one advantage to living in the United States is that store shelves are full of things we want to buy. In fact, most goods we want are so easy to find that few people ever think about how pizza, milk, apples, T-shirts, computers, bicycles, or even frozen broccoli get to the stores.

How businesses provide us with the goods and services we want is interesting. Explain that businesses work together to bring products people want to the stores.

30 minutes

Activity

Explain that *resources* are the **people, equipment,** and **materials** needed to produce a product. Hold up the pizza box once again.

People are the labor needed to make the product.

Equipment is the tools and machines needed to make the product.

Materials are the parts or ingredients that make up the product.

Ask, "What resources were needed to make this pizza and bring it to the stores in your neighborhood?" List responses on the chalkboard under the following headings.

People	Equipment	Materials
Farmer	Delivery truck	Flour
Cook	Oven	Cheese
Rancher	Tractor	Tomatoes
Driver	Pizza pan	Beef/Sausage

Divide the class into eight groups of students and give each group a set of Resource Cards. Have each group separate its set of cards and distribute the cards among its members. (Some students may have more than one card.) Tell the students that each card has printed on it the name of a worker, a piece of equipment, or a material needed to produce a product.

Move about the room to assist with questions. Ask the teacher to help.

Give each group a Using Resources worksheet. Tell the students that they will work along with you as a class to complete the worksheet. Appoint a recorder in each group to record its answers.

- Read No. 1. Have the students look at each of their cards and decide under which heading each resource belongs. Work two or three resources with the students to make sure they understand what to do, then let the students do the rest in their groups. Give them one or two minutes to

finish. Check each group's worksheet to make sure the resources are listed correctly.

▲ Read No. 2. Tell the students that they must use all eight resources shown on their cards to produce products, but other resources may be needed as well. Give them a few minutes to finish.

▲ Read No. 3. Ask the students, "If you were going to start a business that sold your group's favorite product, what would you call the business?" Give them one or two minutes to finish.

▲ Read No. 4. Instruct each student to write his or her name on the worksheet.

Ask the recorders to come forward. Pair the recorders from groups with identical resources. Pointing to a pair, say, "These two groups worked with the following."

Pair 1:	People	Equipment	Materials
	Lumberjack	Saw	Paint
	Machinist	Sanding Machine	Screws
			Wood
			Wheels
Pair 2:	People	Equipment	Materials
	Welder	Spray gun	Steel
	Painter	Wrench	Paint
			Tires
			Pedals
Pair 3:	People	Equipment	Materials
	Designer	Sewing Machine	Dye
	Pattern Maker	Scissors	Cotton
			Thread
			Buttons
Pair 4:	People	Equipment	Materials
	Cashier	Oven	Flour
	Baker	Mixer	Butter
			Sugar
			Milk

Ask the first recorder in a pair:

▲ What products could your group make? (Question #2 on the worksheet.)

▲ What was your group's favorite product? (Star beside product listed under question #2.)

▲ What is the name of your group's business? (Question #3 on worksheet.)

Ask the second recorder the same questions. Then move on to the next pair until all groups have reported.

After all groups have reported, congratulate the students on a job well done. Collect the cards and worksheets.

5 minutes

Summary and Review

Remind the students that all products require a variety of resources.

- People
- Equipment
- Materials

Businesses combine these resources to provide the products you, your friends, and families need and want.

Explain that in the next activity they will become managers who must make business decisions about circumstances in their region beyond their control.

Setting Personal Goals

Repeat the names of the goods the groups identified. Ask the students,

- What types of skills would you need to make each good?
- How would you obtain these skills?

Time may not permit the consultant to conduct this section of the activity, so the teacher may use this later. These suggestions represent opportunities to apply concepts introduced in the activity.

CHECKING FOR UNDERSTANDING

Point out the Regional Resources poster on the wall and explain that it illustrates a region with many businesses and other resources.

Select cookies as a product. Have the students identify where on the Regional Resources poster they would find the resources needed to produce cookies. Emphasize that resources not found on the poster would come from other regions.

Name_____

Read the story.
Answer the questions that follow.

Your class has decided to make popcorn to sell at the school fair. With the money you earn, you and your classmates will take a trip to the state capital. Some of the resources you will need to make popcorn are shown below.

1. What additional resources do you need?

People	**Equipment**	**Materials**
Cashier	Table	Bags
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What people will you get to work for you? _____

_____

3. Where will you find the equipment? _____

_____

4. Where will you buy the materials? _____

_____

MAKE A DECISION

OVERVIEW

Students use a decision-making process to solve business problems caused by economic conditions.

OBJECTIVES

Students will be able to:

- Define income and expenses and
- Identify solutions to a typical business problem.

PREPARATION

- Review the activity and the list of materials. See page 14 for a copy of the poster to help you prepare.
- Discuss the activity with the teacher. Explain that the activity will involve small groups, and ask for help assigning students to their groups.
- Review the Problem Cards and select one of the two problems to use in the activity.
- Review the follow-up activity that accompanies Make a Decision. Discuss its use with the teacher. If you plan to use it with your presentation, make enough copies for all students before you arrive.
- Use the table tents from the previous activity.

TIME

40 minutes. Ask the teacher to help you watch the time.

MATERIALS

- Table tents
- Wooden yo-yo
- Regional Resources poster
- Problem Cards
- 8 Decision-Making worksheets
- Pencils (not in kit)

PRESENTATION

Introduction

5 minutes

Review the previous activities. Point to the Regional Resources poster and remind students that resources for a business's products come from many different places.

Consider playing with the yo-yo as students arrive. If you can't yo-yo, ask the teacher or a student to perform during your introduction.

Hold up the yo-yo. Have the class recall the three types of resources from the last activity—people, equipment, and materials. Ask the class to tell you what resources would be necessary to produce and sell the yo-yo. Because of time, limit responses to two for each type of resource. Some answers might include the following:

People	Equipment	Materials
Lumberjack	Sandpaper	Wood
Salesperson	Drill	Paint
Sander	Sanding machine	String
	Saw	

Tell the students that in order for the yo-yo company to use these resources, it must pay for them. The money a yo-yo company spends to pay for the resources it needs is called an expense. Define **expense** as a cost of operating a business.

Expense is a cost of operating a business.

Ask the students how the yo-yo company pays for these resources. Explain to them that the yo-yo company pays for people, equipment, and materials by selling yo-yos. The money the company makes from yo-yo sales is called **income**.

Income is the money a company makes from selling its products.

Activity

10 minutes

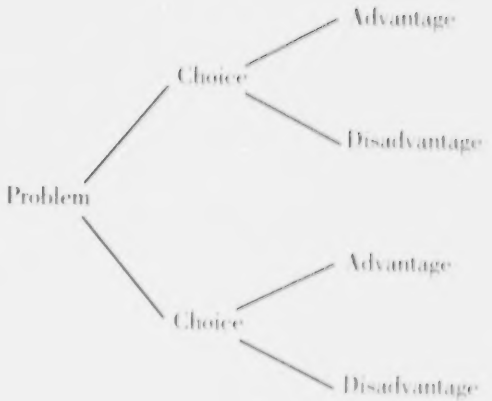
Continue using the yo-yo as a prop. Tell the students you are going to share a story with them. Encourage them to listen carefully, because they need to help solve the problem in the story. Say,

> "Once upon a time there was a manager of a yo-yo company. Her name was Elizabeth.
>
> "Elizabeth has a business problem. Her quality yo-yos are made from the wood of the yo tree. This wood has special qualities that help a yo-yo spin. The yo trees needed for the wood Elizabeth uses are becoming hard to find. Because the trees are hard to find, the price of yo wood is going up.
>
> "Elizabeth doesn't know what to do. What should she do to keep making money? Should she find less expensive materials and keep her price the same, or should she continue to use yo wood and raise her price?"

Don't forget to tell the students that yo wood is not real.

Using the following as an example, draw a decision plan on the chalkboard. Your plan should have room for two choices. Make sure the students understand the use of the words *advantage* and *disadvantage*.

Describe an *advantage* as a reason why a choice is good and a *disadvantage* as a reason why a choice is poor. If students are unclear, try alternative approaches such as "pros and cons" or "thumbs up/thumbs down."



Complete the decision plan with the students by asking the following questions.

▲ What is Elizabeth's *problem?*

–Elizabeth doesn't know what to do to keep making money.

▲ What *choices* does she have?

Choice #1 Use less expensive materials.

Choice #2 Use same materials.

▲ What makes these good or poor choices? What is one *advantage* and one *disadvantage* of each choice?

Choice #1 Use less expensive materials.
Advantage She can keep her price the same.
Disadvantage Her yo-yos aren't well made (poor quality), so people may not buy them.

Choice #2 Use same materials.
Advantage People like her high-quality yo-yos.
Disadvantage She has to raise her price.

▲ What should Elizabeth do? (Encourage them to take a few minutes and look carefully at the chart. Then, take a vote.)

15 minutes

Activity

Divide the class into groups of four or five students. Assign one person in each group to be the recorder. Ask the teacher for assistance in the selection process.

Select either the Pizza Parlor or Pet Shop card to use in the activity. Give each group a card with the problem you selected. Explain that a business problem is printed on the card for them to solve. Distribute a Decision-Making worksheet to each group. Tell them that as a group they will complete the worksheet and solve the business problem. Tell the students to look carefully at the Decision-Making worksheet as you explain what they should do.

Step 1: THE PROBLEM
Read the problem you chose to the class. Ask the students, "What is the problem?" After several responses, have the students write their answer in the problem box on their Decision-Making worksheet. Move to step 2.

Solving these problems and using the Decision-Making worksheet independently may be difficult for many students. Ask the teacher for advice. You may decide to solve the problems as a class.

Step 2: THE CHOICE
Tell the students to discuss possible choices to solve the problem. They then should agree on one choice to study. Tell them to write their one choice inside the light bulb. After one or two minutes, move to step 3.

Step 3: THE ADVANTAGE
Tell the students to discuss advantages to their choice. Ask them to select one and write it on the advantage line. After one or two minutes, move to step 4.

Step 4: THE DISADVANTAGE
Tell the students to discuss disadvantages to their choice. Ask them to select one and write it on the disadvantage line. Give them one or two minutes to finish.

Discussion

5 minutes

After the groups have finished, have the recorder in each group briefly report on the group's choice to solve the problem. Follow the discussion outline below:

- What is the problem?
- What is your choice?
- What is one advantage?
- What is one disadvantage?

Write each group's choice on the chalkboard. Ask the class to vote on the best choice.

Summary and Review

5 minutes

Review the process of making decisions.

- Describe the problem.
- Identify the choices.
- List the advantages and disadvantages of each choice.
- Select the best choice.

Review income and expenses.

- Expenses are the costs of operating a business.
- Money a company makes from selling its products is income.

Explain that business people make decisions every day that affect the future of their businesses and workers. They must follow a similar process, weighing choices, and choosing the best one. Explain that in the next activity they will see how decisions affect businesses and they will learn what happens to the money they use to buy their favorite products.

Setting Personal Goals

Tell the students that they have resources just like businesses. Ask the students if they can name some of them. Encourage them to think about their time, savings, skills, and abilities.

Remind the students that they make decisions about these resources every day. For example,

- ▲ Should I do my homework or watch a video?
- ▲ Should I put my money in the bank or spend it?

Ask the students, "Can you think of other decisions you make about time, money, skills, and abilities?"

Time may not permit the consultant to conduct this section of the activity, so the teacher may use this later. These suggestions represent opportunities to apply concepts introduced in the activity.

CHECKING FOR UNDERSTANDING

Use the second Problem Card. Have the students follow the same decision-making process to solve the problem.

Name_____

Read these situations. Make a business decision. Explain why you made the decision.

1. You own a T-shirt company. Most of the T-shirts you sell are made in another country. The United States government has put a new tax of $1 per shirt on all shirts made in another country. Will you raise your prices? _____

   Why is this a good decision? _____

   _____

2. You own a bike shop. A new state park opened in the hills outside of the city. The park has a lot of trails for mountain bikes. The city also has a lot of bike paths. More people than ever are riding bikes, and new bike shops are opening everywhere. How can you keep from losing business to the new bike shops?

   _____

   _____

   Why is this a good decision? _____

   _____

3. You own a cookie company. Your shop is famous for its chocolate chip and filbert nut cookies. The filberts you use are grown just outside of town. But the filbert beetle ruined this year's crop of nuts! You can get filberts from another region, but they do not taste as good, and they cost more money. What will you do?

   _____

   Why is this a good decision? _____

   _____

4. You own a skateboard factory. Your factory needs skilled workers to run the machines used to build the skateboards. But fewer and fewer men and women who apply for jobs at your factory have the math skills workers in your factory need. How can you get skilled workers for your factory? _____

   _____

   Why is this a good decision? _____

   _____

YOU'RE IN CHARGE

OVERVIEW

Students play a decision-making game that illustrates the flow of money in and out of a business. They learn about business income and expenses and the role of profits to the success of a business.

OBJECTIVES

Students will be able to:

- Identify a variety of business income and expenses and
- Recognize the importance of profits to businesses.

PREPARATION

- Review the activity and the list of materials. See page 14 for a copy of the poster to help you prepare.
- Discuss the activity with the teacher. Explain that the activity will involve small groups, and the teacher's help is critical to its success. Plan to leave the games with the teacher after the activity.
- Review the follow-up activity that accompanies You're in Charge. Discuss its use with the teacher. If you plan to use it with your presentation, make enough copies for all students before you arrive.
- Use the table tents from the previous activity. Display the Regional Resources poster when you arrive.

TIME

40 minutes. Ask the teacher to help you watch the time.

MATERIALS

- Table tents
- Regional Resources poster
- Wooden yo-yo
- Pencils (not in kit)
- 5 "You're in Charge" game sets
  - Game board
  - Sheet of Advance Cards
  - 7 sheets of $1,200 each
  - Sheet of Decision Cards
  - 6 game pieces

PRESENTATION

Introduction

5 minutes

Hold up the yo-yo. Remind the students that during previous activities they discussed the resources needed to produce a yo-yo. During this session they are going to play a business game like Monopoly™ called "You're in Charge." During the game they will see a variety of business income and expenses. They will see how money flows into and out of a pizza business.

Activity

20 minutes

Divide the class into five groups.

Hold up a game board. Show the students the Decision Cards, Advance Cards, and game pieces. Explain the rules. Read two or three Decision Cards so students know what to expect.

YOU'RE IN CHARGE RULES

1. The goal of the game is to manage your pizza company well for one month. Be sure all students recognize that the game board is in the format of a monthly calendar. You want to pay all your expenses and have money left over at the end of the month.

2. Each player will

   - Choose an Advance Card,
   - Move his or her game piece forward,
   - Follow the directions given on the space where he or she lands, and
   - Return the Advance Card to the bottom of the stack.

3. As the players move around the board, they will land on different types of spaces, such as

   - Income Today—Players receive money for pizza sales. Players will collect money from the banker.

   - Expense Today—Players pay for their business expenses. Players will give money to the banker.

   - Stop—All players must stop long enough during play to pay the appropriate wages, rent, and utilities. They then can complete their turns.

   - Decision—Players have two choices if they land here:
     1. Do nothing, OR
     2. Pay for a Decision Card

You might want to encourage groups to compete as teams. Each team then could pool its money at the end to compare totals.

Make sure the students understand that the money they pay the banker would usually go to employees, landlords, and other businesses.

Play continues until all participants reach the "end of the month" or the consultant stops the game.

5 minutes

Ask one student in each group to play the role of banker. Give the banker a game set. **The banker does not play the game.**

Have the banker set up the game:

- Lay out the game board.
- Tear apart the Advance Cards. Place them in a stack beside the game board.
- Tear apart the Decision Cards. Place them in a stack on the space marked Decision Cards on the game board.
- Give each player:
  - one game piece and
  - one sheet of $1,200
- Tear apart two sheets of money for the bank ($2,400).

Tell the students that the person sitting on the banker's left starts first. You will continue play to the left (clockwise).

Once the students are ready, ask them to read the Rules to Remember at the bottom of the game board.

Start the game. Move around the room to assist and answer questions. Ask the teacher to help. After 20 minutes, stop the game.

Discussion

Ask the students, "Did you have fun? What did you like about the game?"

Remind the students that a business has a variety of income and expenses. Write *income* and *expenses* in two columns on the chalkboard. Remind the students that income is the money a company makes from selling its products. Expenses are the cost of operating a business. Ask the students to look at their game boards and tell you some of Polly & Pete's income and expenses.

As students explain to you whether it is an income or expense, write their responses under the correct heading on the chalkboard. For example,

Income	Expenses
all-you-can-eat special	wages
two-for-one special	rent
kids eat free	electricity
family reunion	insurance

Tell the students that there is another expense that they haven't talked about today. Write *taxes* in the expense column. Explain that all businesses pay taxes on their income to the government.

Next, ask the students to count their money. Ask, "Did you end up with more money than you started with ($1,200)? How much more?" Explain that the money

they earned above $1,200 is **profit** (money left after you have paid for all your expenses); if they have less than $1,200, they lost money.

Profit is money left after you have paid for all your expenses.

Ask, "How long would you stay in a business that did not make a profit?" Be sure the students understand that profits are what encourages people to stay in a business. Collect the game board and pieces and give them to the teacher.

Summary and Review

10 minutes

Take a few minutes to review all the activities. Use the Regional Resources poster to show how resources move across regions to different businesses to become different products. For example, wood from trees goes to one business to make houses, to another to make furniture, and to yet another for paper.

Before you leave, check with the teacher to be sure you have enough achievement pins and certificates to award the students on your last visit. Obtain an up-to-date class list from the teacher so that you can prepare the certificates. See page 5 for optional ways to recognize the students.

Setting Personal Goals

Ask the students to name some businesses that they have visited, for example, convenience stores, grocery stores, clothing stores, department stores, gas stations, or video stores. Have each student choose one to learn more about. Have the students think about:

- ▲ What types of workers work there?
- ▲ What skills do they use?
- ▲ What kind of equipment do they work with?
- ▲ What goods or services does their business sell?

CHECKING FOR UNDERSTANDING

Time may not permit the consultant to conduct this section of the activity, so the teacher may use this later. These suggestions represent opportunities to apply concepts introduced in the activity.

Read through the Decision Cards. Ask the students to decide why some decisions are better than others.

Answers to Activity 4 Follow-up

	Income	$2,300
-	Expenses	1,650
=	Profit	$650

The Decision Cards used in the activity are shown below.

Advertising Decision Your advertised special for chicken lovers' pizza did poorly. Collect $50.	**Buying Decision** Your new computer system has helped your record keeping. Collect $200.	**Worker Decision** You hired someone to send out fliers to bring in more business. It worked. Collect $200.
Advertising Decision Your new advertisement in the newspaper paid off. Collect $200.	**Buying Decision** You bought a used oven. It burns the edges of your pizza and leaves the middle raw. Collect $0.	**Worker Decision** Your new assistant was voted "most likely to succeed" by her graduating class. Collect $400.
Advertising Decision Your meat lovers' pizza advertisement brought in a good crowd. Collect $300.	**Buying Decision** New tables and chairs allow you to seat 16 more people. Collect $350.	**Worker Decision** Your staff works more like a team after a day-long workshop. Collect $250.
Advertising Decision You hired and advertised a live band to entertain customers. Collect $600.	**Buying Decision** The new juke box is bringing in extra money, but not as much as you expected. Collect $150.	**Worker Decision** You trained the counter staff to help in the kitchen. Now they fill in when the cooks are sick. Collect $200.
Advertising Decision Your advertisement for free pizza-making demonstrations is a hit among kids. Collect $400.	**New Idea Decision** Your idea to let customers build their own pizzas has made you famous. Collect $500.	**New Idea Decision** You put in a fan to send the smell of pizza into the mall parking lot. Business is up. Collect $300.

HERE, THERE, AND EVERYWHERE

OVERVIEW

Using the State Resource Guide, the students compare state economic characteristics and locate resources needed to make a product. They read a story and trace one product's journey to market.

OBJECTIVES

Students will be able to:

- ▲ Identify states where resources for certain products may be found,
- ▲ Recognize the flow of money between businesses and families,
- ▲ Give examples of resources needed to make a product, and
- ▲ Describe how one product impacts a variety of businesses and regions.

PREPARATION

- ▲ Review the activity and the list of materials. See page 14 for a copy of the poster to help you prepare.
- ▲ Discuss the activity with the teacher. Explain that the activity will involve individual student participation. Ask the teacher to be prepared to help the students.
- ▲ If achievement pins and certificates will be distributed at the end of the class period, check with the teacher in advance to determine how they should be distributed. Make sure you have signed each certificate and correctly spelled each student's name.
- ▲ Use the table tents from the previous activity.

TIME

40 minutes. Ask the teacher to help you watch the time.

MATERIALS

- Table tents
- Set of *Business Journals*
- Regional Resources poster
- Set of State Resource Guides
- Set of certificates
- Set of achievement pins
- Pencils (not in kit)

Name _____

Follow the directions to see if Polly and Pete made a profit.

1. Add together all of Polly and Pete's income and expenses. Write the total on the line under the list.

Income

$ 50 for 5 Dieter's Delights
$300 for 20 pepperoni pizzas
$ 150 for Fish family reunion
$ 50 for two-for-one special
$ 100 for specialty bread sticks
$200 for all-you-can-eat special
$300 for local fair sales
$ 150 for various pizzas
$ 50 for Kids Eat Free special
$400 for high school reunion
$200 for pizza lovers' club
$ 50 for Senior Citizens' Day
$300 for pizza sauce

Total: _____

Expenses

$ 50 for pizza delivery pouches
$200 for wages
$ 50 for oven repair
$ 50 for window washer
$ 100 for flour
$300 for rent
$ 50 for tomato sauce
$ 150 for cleaning service
$200 for wages
$200 for fire insurance
$ 150 for electric bill
$ 100 for sausage
$ 50 for aprons and hats

Total: _____

2. Subtract your expenses from your income. Write the numbers on the lines.

$_____ Income

– $_____ Expenses

= $_____ Profit

3. Did Polly and Pete make a profit? Circle the correct answer.

Yes No

PRESENTATION

10 minutes

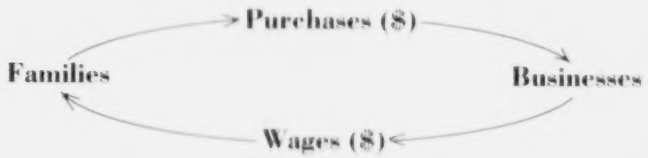
Introduction

Remind the students that you have been talking about regions and resources found in particular regions.

Display the Regional Resources poster. Show the students that the region pictured includes businesses and families. Remind the students that a **region** is an area of similar resources.

A region is an area of similar resources.

Draw a diagram on the chalkboard similar to the one below to illustrate the flow of money between businesses and families. Keep in mind that this is a simplified circular flow.



Explain the following:

- Money, in the form of wages, flows from businesses to families in return for work.
- Families purchase goods and services, and the money is returned to the businesses.

Emphasize that money *flows* from businesses to families and back to businesses. Families and businesses in a community, state, and region work together and depend on one another.

Tell the students that today they will find out how people, businesses, and even states help each other and work together to produce and sell products.

20 minutes

Activity

Give each student a copy of the *Business Journal* and the State Resource Guide. Tell the students they will need a pencil for the activity. Explain that you want to work with them as a class on each page. You will read the directions for each page aloud. Make sure students understand the process before they begin. Repeat the directions as needed and work through questions with the students. Try to allow enough time for students to complete each question.

Move around the room and offer assistance to the students. Encourage them to work quietly, although they should be allowed to work together. You may want to ask the teacher to help you.

▲ Read page 1. Explain to the students that this page gives them the opportunity to further explore the State Resource Guide. They must find the resources listed for their state and for a neighboring state. Then they will compare the information about the two states.

▲ Read aloud the story on pages 2 and 3. Encourage the students to trace the route of the yo-yo from manufacturing through final sale. Ask the students how this one product impacts people, jobs, and regions. Emphasize the number of different resources required for even a simple product like a yo-yo.

▲ Read page 4. Tell students to use their State Resource Guides to locate the materials they need to make a pizza. Have them write the name of one state next to each material. Then ask them to write the names of two or three people and two or three pieces of equipment they need to make a pizza. Some possible answers follow:

People	Equipment	Materials
Baker	Oven	Cheese (Wisconsin)
Cashier	Pizza tray	Pepperoni (Colorado)
	Pizza slicer	Flour (Kansas)
		Tomato sauce (Florida)

5 minutes

Summary and Review

After the students finish their *Business Journals*, tell them they did well. If they did not have enough time to finish, encourage them to take their *Journals* home and complete them. Meanwhile, ask the students how the economy in their state or region affects them.

Collect all your materials. Let the students know that the State Resource Guides and *Business Journals* are theirs to keep. Encourage them to continue to explore the state and region in which they live on their own.

Setting Personal Goals

If you haven't done so already, now is a good time to emphasize the importance of staying in school. Tell them that they need to be aware of how the resources in their state and region affect their lives. Also, with an education, students will have a greater variety of job opportunities. You may want to mention that some of these students may find jobs outside their state or region.

5 minutes

PROGRAM CLOSURE

Tell the students that because of their excellent participation during your series of visits, you are going to present each with a certificate of accomplishment and/or achievement pin. According to arrangements with the teacher, distribute the certificates and pins. See page 5 for optional ways to recognize the students. Make sure the students understand the importance of what they have been studying. They should realize why you thought it was important to visit and work with the class.

Name_____

1. Name one product manufactured in your state.
   Write your answer on the line below.

   _____

2. Decide which of the items in the list below are examples of the people, the equipment, or the materials a bakery needs. Label each item with the correct letter.

   P = people **E = equipment** **M = materials**

_____ oven	_____ flour
_____ baker	_____ butter
_____ sugar	_____ cashier
_____ mixer	_____ milk

3. Read the steps you would use to make a decision.
   What would you do first, second, third, and fourth?
   Write a number beside the steps to put them in order.

   _____ Select the best choice.
   _____ Identify the choices.
   _____ Describe the problem.
   _____ List the advantages and disadvantages of each choice.

4. Which things in the list below are expenses for a pizza business? Circle all of your choices.

A new cook	A pizza server clears a table
Flour for pizza crust	Rent for the building
A customer buys three cheese pizzas	The owner adds breadsticks to the menu

5. Name a business in your community that depends on another business in your state or region.

   _____

INTERDISCIPLINARY ACTIVITIES

Activity 1: Exploring Our State

Language Arts

▲ Have the students imagine that they are trying to get people to move to their state. Have them write a paragraph to "sell" their state to others.

▲ Have the students look at the economic characteristics of their state. If they had to choose a new motto, what would it be?

Geography

▲ Show the students a topographical map of their state. Have them examine what role natural resources have played in the development of their state.

History

▲ Have the students organize small groups to explore the origins of specific businesses or industries in their state.

▲ Have the students research how the founders of their state chose the state capital. Were economic factors involved?

▲ Have the students write essays about traveling through a time machine to their state 50 years from now. What will it look like? How will the resources in their state change?

Math

▲ Have the students use the State Resource Guide to make a bar graph that shows the populations of each state in a selected region.

▲ Have the students make bar graphs showing the population in their state or region every 10 years from 1900.

Science

▲ Have the students examine how their state's various natural resources have been mined and used. Ask them to evaluate the environmental impact of such practices on their state.

Art

▲ Have the students make a trifold brochure advertising your state by cutting pictures from magazines.

▲ State lines sometimes seem arbitrary. Instead of geographic or historic boundaries, have the students redraw their state according to economic boundaries in their region. How does it look different?

▲ Have the students make an economic collage of "then" and "now" pictures of their state.

Field Trip/Resource Speaker

▲ Invite a representative from a major business to speak to the class. Have him or her describe the business's impact on the state's economy.

▲ Invite a guest speaker from a service industry; e.g., government, health, hotels, engineering and research, and business. What is his or her job? How much education did he or she need? What special or technical skills are needed for his or her job?

Activity 2: Regional Resources

Language Arts

▲ Have the students think of businesses they could start with their friends. For example, they could wash cars, mow lawns, take care of pets, take out trash, etc. Have them make a list of the people, equipment, and materials they would need.

▲ Divide the class into small groups. Give each group a list of people, materials, and equipment found in their state. Have them invent and describe products that can be made using the resources.

Social Studies

▲ Have the students examine the ethnic mix in their region. How does this mix influence what their region produces?

▲ Have the students make up a business that they might want to operate some day. Where is the best location for that business in their region? Why? How is the location influenced by the people, equipment, and materials they need?

▲ Have the students examine the roles played by both male and female Native Americans, African Americans, Hispanic Americans, etc. to discover their contributions to the development of their state or region.

▲Have the students compile a regional cookbook. Each recipe must have at least one ingredient produced in their region. Upon completion of the cookbook, students could print and sell it.

Science

▲Have the students bring a food package from home. Have them check the ingredients list to determine which ingredients are produced in their state.

Art

▲Have the students create an economic mural of their state or region on a large piece of butcher paper. Use the State Resource Guide as a reference.

Field Trip/Resource Speaker

▲Visit a local business. What types of workers are employed there? Where does it get the equipment and materials it needs?

▲Invite a guest speaker from the visitors' bureau for your region or state to discuss the historic landmarks, places of interest, businesses, and natural attractions that bring tourists each year. What is the economic impact of tourism?

▲Encourage your students to visit local businesses with their families where they can see how products are made; e.g., glass blowing, jewelry making, newspapers, or other businesses.

Activity 3: Make a Decision

Language Arts

▲Ask the students to imagine that instead of a yo-yo, the company they learned about made sandcastles. What factors in the story change? What could affect the company to give it a similar problem (i.e., government regulations for mining, hazardous waste, and safety)?

▲Have the students discuss how a new sports stadium, airport, highway extension, or other major project would affect their state or region.

Geography

▲Have the students discuss the environmental concerns for their state or region; e.g., water shortages, air pollution, brush fires, land fills, etc. How would students encourage citizens to be more environmentally conscious?

Social Studies

▲Find out from local government or the newspaper what major issues are affecting businesses in your region. Divide the class into small groups and have them use their problem-solving skills to find solutions.

▲Have the students discuss how government regulations, consumer trends, and health issues affect businesses. For example, fast food restaurants now offer low-fat selections. Many cities have created running trails and bike paths. Most shopping areas are now handicapped accessible with special parking.

Field Trip/Resource Speaker

▲Invite a company spokesperson to present a problem his or her company faced and how it was solved.

▲Invite a government official to the class to discuss how government makes decisions on how to spend taxpayers' money.

Activity 4: You're in Charge

Language Arts

▲Have the students make a list of the skills they might need for a job they might like some day. Do they have those skills now? What will they need to do to get them?

▲Have the students write a plan for how they will acquire the skills they will need for a future job.

Art

▲Have the students design their own game board using a different business example. How are the types of decisions similar? How are they different?

Field Trip/Resource Speaker

▲Invite the manager or owner of a local pizza restaurant to your class. Ask him or her to discuss the types of decisions he or she makes and how they affect business. Also, ask him or her to discuss income and expenses.

▲Invite someone from the Chamber of Commerce or the Economic Development Center to provide more detailed information on the data listed in the State Resource Guide.

Junior Achievement®

PURPOSE

To educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

To accomplish this we value:

Integrity

We use the highest ethical standards to make decisions that maintain our customers' trust and respect.

Respect for the Individual

We value people for their diverse and unique contributions to our organizational efforts.

Personal Development

We provide and encourage opportunity for our students, volunteers, and staff to grow personally and professionally.

Enterprising Spirit

We value energetic and imaginative pursuit of ideas to create, innovate, and improve our products, performance, and services.

Teamwork

We value individual initiative within teams.

Junior Achievement

Our Region

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Colorado Springs, Colorado

Student Materials

Junior Achievement

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A Note About Junior Achievement's Program–*Our Region*

Dear Parent or Guardian,

Junior Achievement has developed programs for elementary, middle, and high school students. This program—*Our Region*—will help students understand what states and regions are and how businesses rely on the people and resources there to produce products and services. A volunteer from your local community will present several lessons, stressing the importance of education and skills needed in the workplace.

We are sure your child will benefit from our program and, we hope, will join in other Junior Achievement programs.

Junior Achievement

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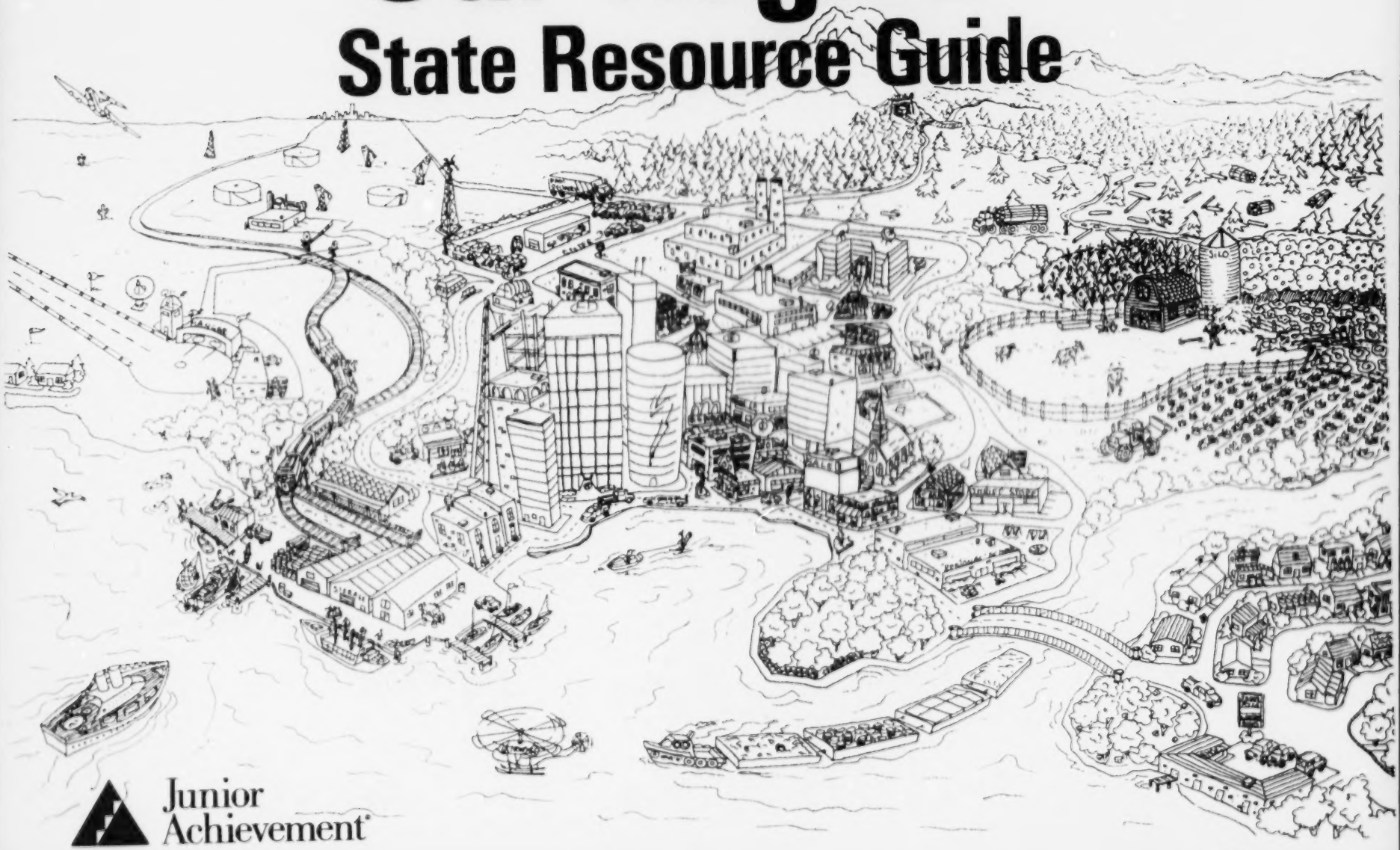
Student Name: _____

Our Region™

State Resource Guide



Junior Achievement

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Consultant and Teacher Note: The State Resource Guide draws its information from nationally known resources using standard government classifications. For example, goods manufactured in Utah, like airbags and roller coasters, are grouped under the standard heading "motor vehicles and equipment." Such a broad description could cause confusion among students, so Junior Achievement recommends that consultants and teachers provide additional information to make these classifications relevant for the students.

Sources: *Statistical Abstract of the United States 1991, U.S. Department of Commerce, World Book Encyclopedia, Minerals Yearbook, 1990 Annual Survey of Manufactures, The World Almanac and Book of Facts 1992, National Atlas of the United States, Census of Manufactures*

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Source: Census of Population

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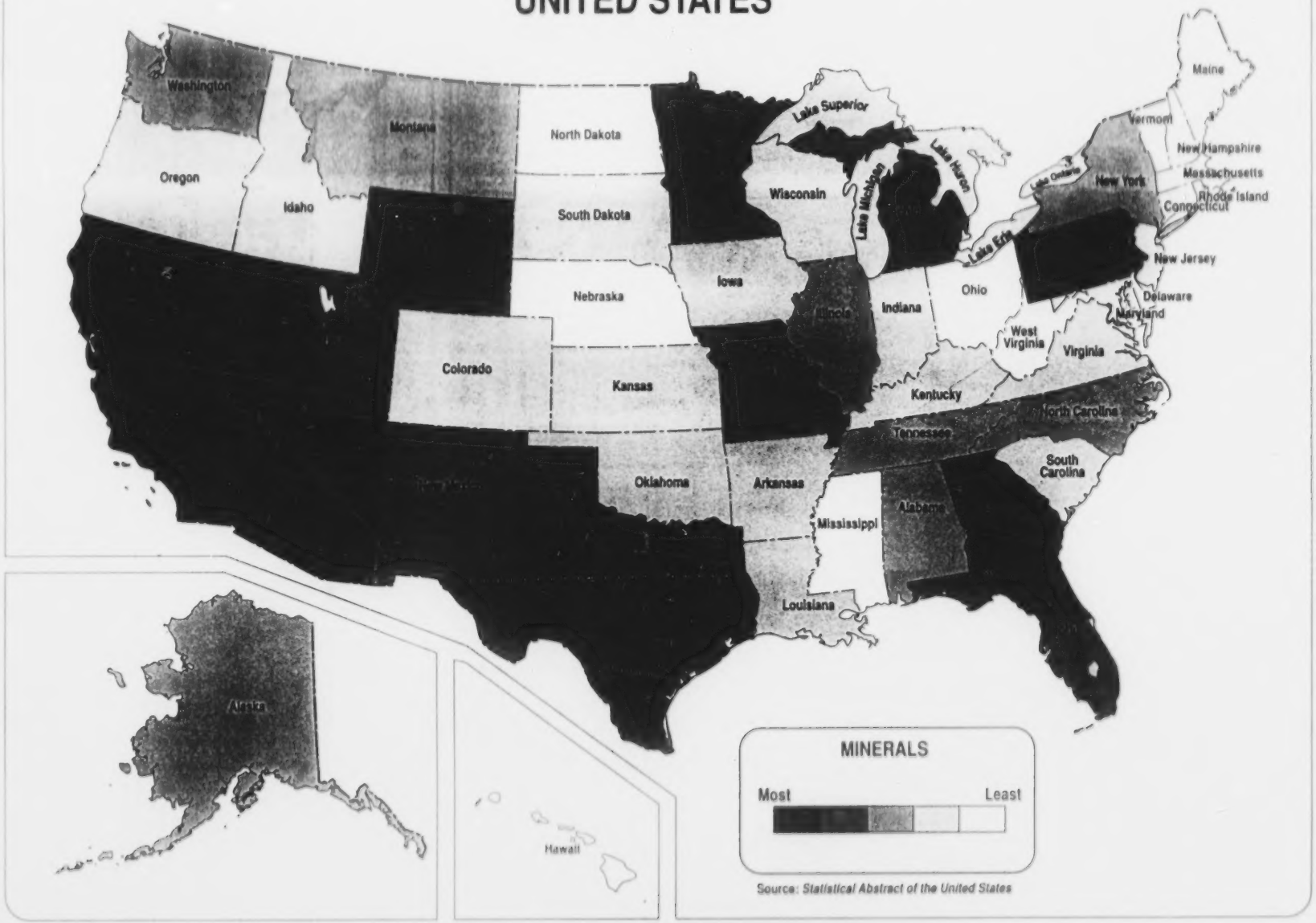
UNITED STATES



Source: *Statistical Abstract of the United States*

UNITED STATES

The number of fuel symbols in each state shows the relative importance of that state's production to the nation as a whole. More symbols mean greater production.

Source: *National Atlas of The United States*

UNITED STATES
Montana
North Dakota
Oregon
Idaho
South Dakota
Wyoming
Nebraska
Iowa
Nevada
Utah
Colorado
Kansas
Arizona
New Mexico
Oklahoma
Arkansas
Missisippi
Louisiana
Maine
New Hampshire
Rhode Island
Delaware
West Virginia
Alaska
Hawaii
MANUFACTURING
Most
Least
Source: Census of Manufactures

UNITED STATES
Washington
Oregon
California
Idaho
Nevada
Montana
Wyoming
Utah
Arizona
Colorado
New Mexico
North Dakota
South Dakota
Nebraska
Kansas
Oklahoma
Texas
Minnesota
Iowa
Missouri
Arkansas
Louisiana
Wisconsin
Illinois
Michigan
Indiana
Ohio
Kentucky
Tennessee
Mississippi
Alabama
Georgia
Florida
South Carolina
North Carolina
Virginia
West Virginia
Pennsylvania
New York
Maryland
Delaware
New Jersey
Connecticut
Rhode Island
Massachusetts
Vermont
New Hampshire
Maine
Lake Superior
Lake Michigan
Lake Huron
Lake Erie
Lake Ontario
Alaska
Hawaii
SERVICES
Health
Business
Hotel
Engineering & Research
Government

ALABAMA

ALABAMA *The Heart of Dixie*

Capital: Montgomery **Pop.:** 4,040,587 **Urban:** 60% **Rural:** 40%
Land and Water Use: chickens, cattle, greenhouse, peanuts
Minerals: crushed stone, cement, lime
Manufacturing: paper mills, steel products
Services: health services
Economic Fun Facts: George Washington Carver lived and made his world-famous peanut studies here. Tuskegee University is here. Montgomery was home to the first Confederate capital.

ALASKA

ALASKA

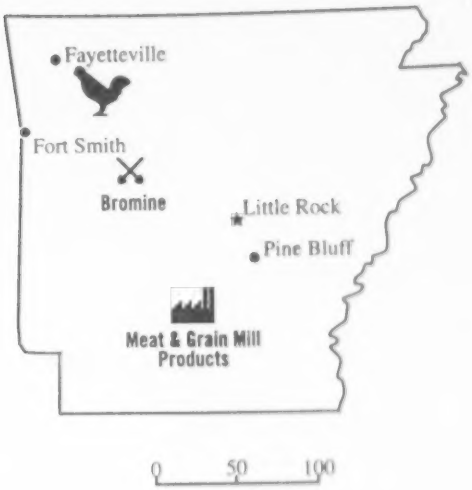
The Last Frontier

Capital: Juneau **Pop.:** 550,043 **Urban:** 68% **Rural:** 32%
Land and Water Use: fish (pollock, salmon), greenhouse, dairy products, potatoes, cattle
Minerals: gold, sand and gravel, zinc, silver
Fuels: oil, natural gas
Manufacturing: food products
Services: health services
Economic Fun Facts: Largest state, but fewer people than any state except Wyoming. Home to largest oil field in North America. Ninety percent of state income comes from oil and gas production.

ARIZONA

ARIZONA *The Grand Canyon State*

Capital: Phoenix **Pop.:** 3,665,228 **Urban:** 88% **Rural:** 12%
Land and Water Use: cotton, cattle, dairy products, lettuce
Minerals: copper, sand and gravel, molybdenum, cement
Manufacturing: aircraft and space vehicles, electronic equipment
Services: health services
Economic Fun Facts: Arizona has 19 American Indian reservations. The Oraibi, a Hopi community, has been lived in for 800 years. American Indians built irrigation canals here in about A.D. 1.



ARKANSAS

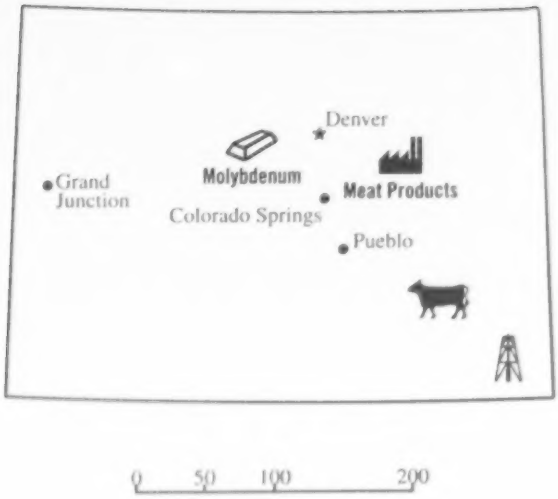
ARKANSAS *The Land of Opportunity*

Capital: Little Rock **Pop.:** 2,350,725 **Urban:** 54% **Rural:** 46%
Land and Water Use: chickens, soybeans, cattle, rice
Minerals: bromine, crushed stone, cement
Manufacturing: meat and grain mill products
Services: health services
Economic Fun Facts: Only major diamond field in North America is here. Bauxite, aluminum ore, was discovered here.

CALIFORNIA

CALIFORNIA *The Golden State*

Capital: Sacramento **Pop.:** 29,760,021 **Urban:** 93% **Rural:** 7%
Land and Water Use: dairy products, greenhouse, grapes, cattle, fish
Minerals: sand and gravel, cement, boron, gold
Fuels: oil
Manufacturing: computers, oil refining, aircraft
Services: health services
Economic Fun Facts: Most populated state. More goods produced here than any other state. Nation's first freeway was built here. More motor vehicles than any other state. Produces entire U.S. supply of boron. Leading dairy state.



COLORADO

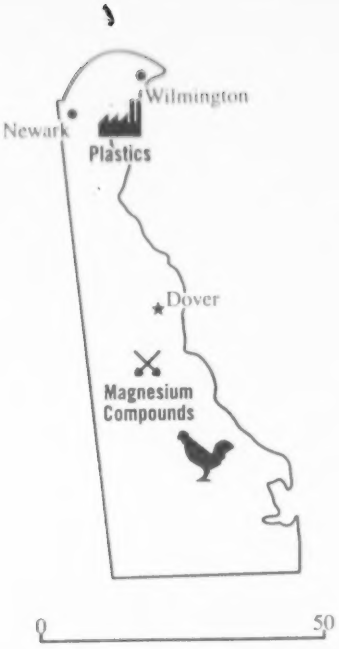
COLORADO *The Centennial State*

Capital: Denver **Pop.:** 3,294,394 **Urban:** 82% **Rural:** 18%
Land and Water Use: cattle, corn, wheat, dairy products
Minerals: molybdenum, sand and gravel, cement, gold
Fuels: oil
Manufacturing: meat products, computers, beverages
Services: business services
Economic Fun Facts: Leads states in molybdenum mining, a metal that hardens steel. U.S. mint in Denver makes coins. Highest auto road in U.S. is here at 14,264 feet. North American Air Defense (NORAD) is housed inside Cheyenne Mountain.

CONNECTICUT

CONNECTICUT *The Constitution State*

Capital: Hartford **Pop.:** 3,287,116 **Urban:** 79% **Rural:** 21%
Land and Water Use: greenhouse, eggs, dairy products, tobacco
Minerals: crushed stone, sand and gravel, feldspar
Manufacturing: transportation equipment, medical supplies
Services: business services
Economic Fun Facts: Birthplace of mass production manufacturing; Eli Whitney invented interchangeable gun parts. Steel manufacturing began here. First American cookbook published here.



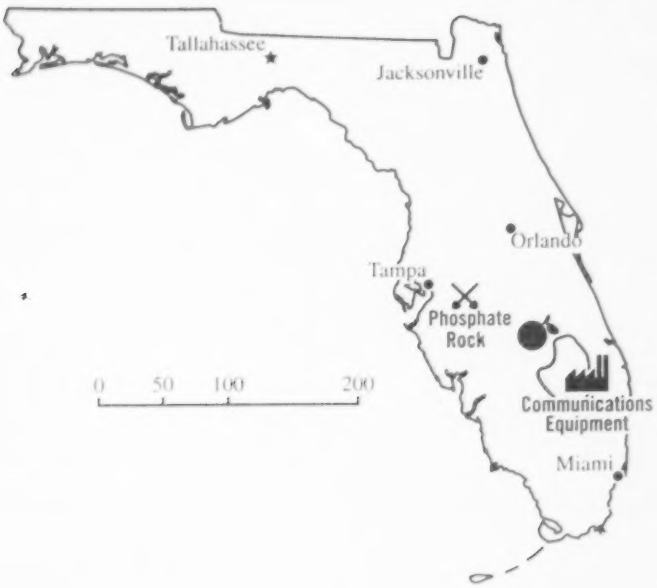
DELAWARE

DELAWARE

The First State

Capital: Dover **Pop.:** 666,168 **Urban:** 73% **Rural:** 27%
Land and Water Use: chickens, soybeans, greenhouse, corn
Minerals: magnesium compounds, sand and gravel, gem stones
Manufacturing: plastics, periodicals
Services: health services
Economic Fun Facts: Wilmington has been called the Chemical Capital of the World. Sussex County is one of the richest U.S. agricultural areas.

FLORIDA



FLORIDA *The Sunshine State*

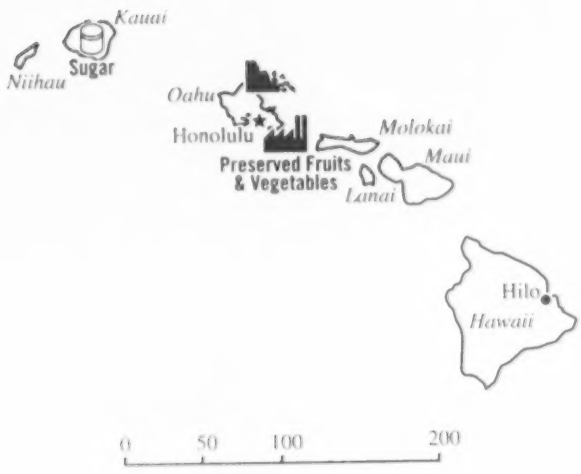
Capital: Tallahassee **Pop.:** 12,937,926 **Urban:** 85% **Rural:** 15%
Land and Water Use: oranges, greenhouse, tomatoes, sugar
Minerals: phosphate rock, crushed stone, cement
Manufacturing: communications equipment, preserved fruits and vegetables
Services: health services
Economic Fun Facts: Leading tourist state. Seventy-five percent of U.S. oranges and grapefruits come from here. St. Augustine, settled in 1565, is the oldest city in the U.S. First U.S. manned space flights lifted off from Cape Canaveral at the Kennedy Space Center.

GEORGIA

GEORGIA *The Empire State of the South*

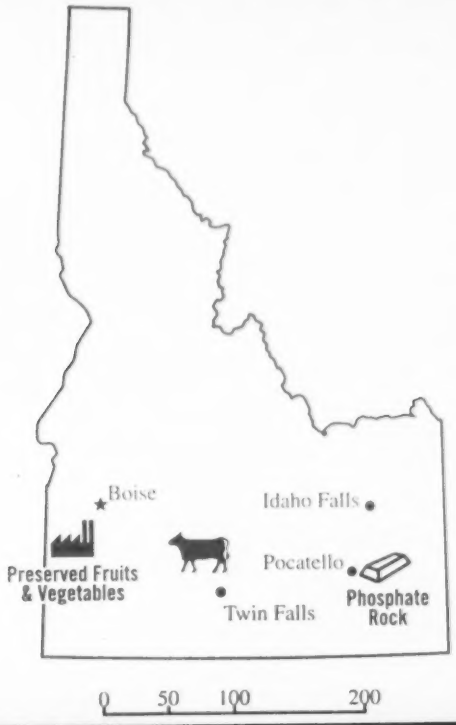
Capital: Atlanta **Pop.:** 6,478,216 **Urban:** 63% **Rural:** 37%
Land and Water Use: chickens, peanuts, eggs, cattle
Minerals: clays, crushed stone, cement
Manufacturing: carpets and rugs, meat products, transportation equipment
Services: health services
Economic Fun Facts: Georgia marble built the Lincoln Memorial. First U.S. gold rush was here in 1828. Eli Whitney invented the cotton gin here in 1793.

HAWAII



HAWAII *The Aloha State*

Capital: Honolulu **Pop.:** 1,108,229 **Urban:** 89% **Rural:** 11%
Land and Water Use: sugar, pineapples, greenhouse, macadamia nuts, fish
Minerals: crushed stone, cement, sand and gravel
Manufacturing: preserved fruits and vegetables
Services: hotel services
Economic Fun Facts: U.S. military and tourism provide important income sources. Once an independent country. Once an important port for whaling ships. The state comprises 132 islands.



IDAHO

IDAHO *The Gem State*

Capital: Boise **Pop.:** 1,006,749 **Urban:** 57% **Rural:** 43%
Land and Water Use: cattle, potatoes, wheat, dairy products, timber
Minerals: phosphate rock, silver, molybdenum, gold
Manufacturing: preserved fruits and vegetables, sawmills
Services: engineering and research services
Economic Fun Facts: Ranks first in potatoes in U.S. Electricity from atomic energy was generated here first.

ILLINOIS

ILLINOIS *The Prairie State*

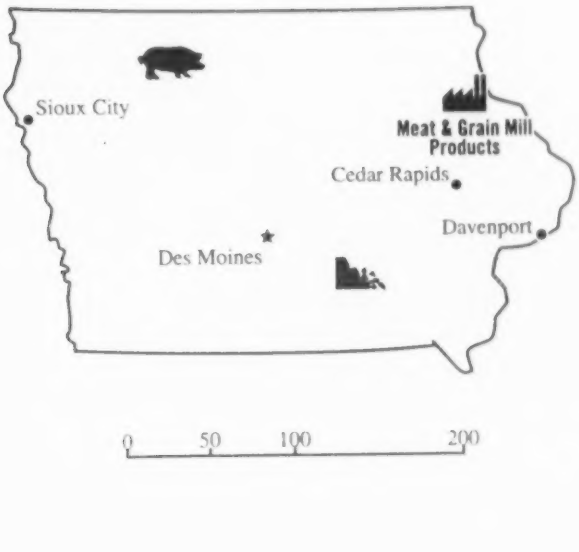
Capital: Springfield **Pop.:** 11,430,602 **Urban:** 85% **Rural:** 15%
Land and Water Use: corn, soybeans, hogs, cattle
Minerals: crushed stone, cement, sand and gravel
Fuels: coal, oil
Manufacturing: oil refining, construction machinery, grain mill products
Services: business services
Economic Fun Facts: Nuclear energy was discovered here. First commercial activity was fur trade. Coal beds lie under two-thirds of the state.

INDIANA

INDIANA *The Hoosier State*

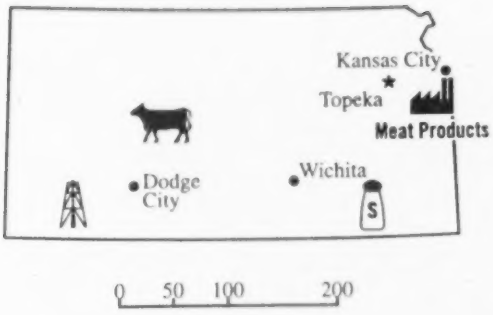
Capital: Indianapolis **Pop.:** 5,544,159 **Urban:** 65% **Rural:** 35%
Land and Water Use: corn, soybeans, hogs, cattle
Minerals: crushed stone, cement, sand and gravel
Manufacturing: motor vehicles and equipment, steel products, medicines
Services: health services
Economic Fun Facts: The machine gun was invented here by Richard Gatling. The Indianapolis 500 started here in 1911.

IOWA



IOWA *The Hawkeye State*

Capital: Des Moines **Pop.:** 2,776,755 **Urban:** 61% **Rural:** 39%
Land and Water Use: hogs, cattle, corn, soybeans
Minerals: crushed stone, cement, sand and gravel, gypsum
Manufacturing: meat and grain mill products
Services: health services
Economic Fun Facts: Leads all states in literacy. The first railroad crossed Iowa from the Mississippi River to Council Bluffs. The Temperance Movement, later to become the Prohibition, started here in the 1800s.



KANSAS

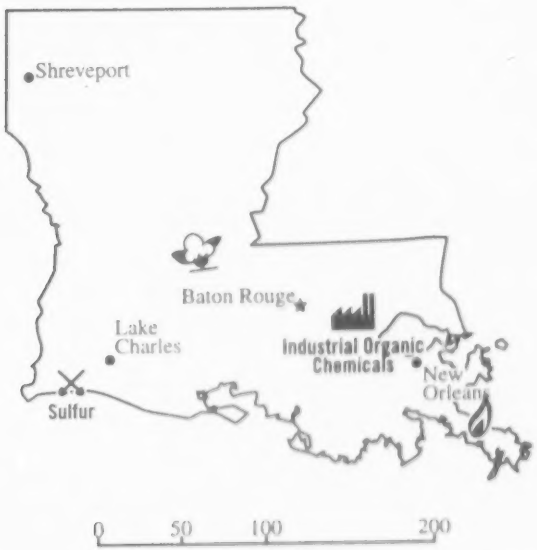
KANSAS *The Sunflower State*

Capital: Topeka **Pop.:** 2,477,574 **Urban:** 69% **Rural:** 31%
Land and Water Use: cattle, wheat, sorghum grain, corn
Minerals: salt, cement, crushed stone, helium
Fuels: oil, natural gas
Manufacturing: meat products, transportation equipment
Services: health services
Economic Fun Facts: Leads states in wheat production. Cattle drives in the 1800s ended at cattle market in Dodge City. Helium was discovered here.

KENTUCKY

KENTUCKY *The Bluegrass State*

Capital: Frankfort **Pop.:** 3,685,296 **Urban:** 52% **Rural:** 48%
Land and Water Use: tobacco, cattle, horses, dairy products
Minerals: crushed stone, lime, cement, sand and gravel
Fuels: coal
Manufacturing: transportation equipment, steel products, beverages
Services: health services
Economic Fun Facts: State is known as the home of thoroughbreds. Once the nation's leading supplier of hemp for ship riggings.

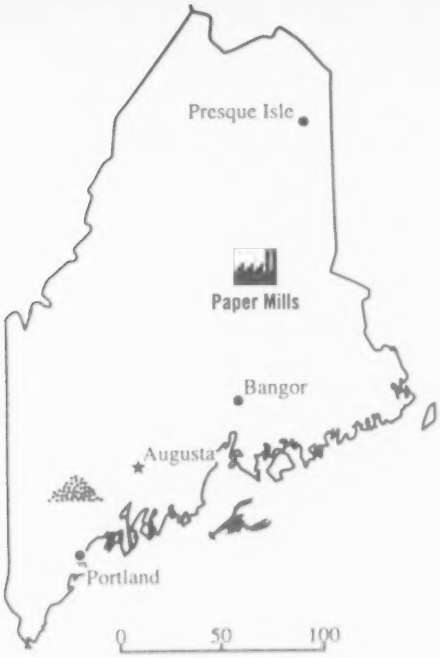


LOUISIANA

LOUISIANA *The Pelican State*

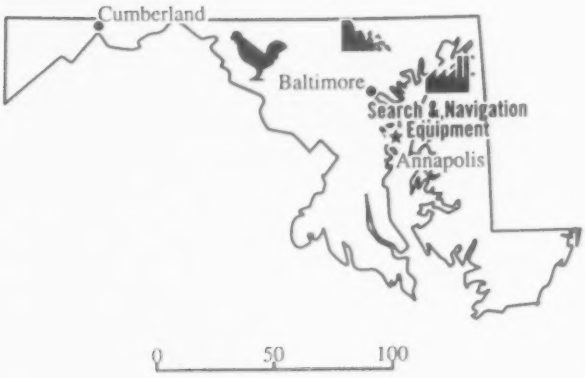
Capital: Baton Rouge **Pop.:** 4,219,973 **Urban:** 68% **Rural:** 32%
Land and Water Use: cotton, soybeans, sugar, cattle, fish (shrimp)
Minerals: sulfur, salt, sand and gravel
Fuels: natural gas, oil
Manufacturing: industrial organic chemicals, oil refining
Services: health services
Economic Fun Facts: Leads states in salt production. World's longest bridge is here. First steamboat trip down the Mississippi in 1812 ended in New Orleans.

MAINE



MAINE *The Pine Tree State*

Capital: Augusta **Pop.:** 1,227,928 **Urban:** 45% **Rural:** 55%
Land and Water Use: fish (lobster), timber, potatoes, eggs, dairy products, apples
Minerals: sand and gravel, cement, crushed stone
Manufacturing: paper mills, logging
Services: health services
Economic Fun Facts: Maine is the most eastern U.S. state. Portland, a major seaport, is the closest U.S. port to Europe. Forest covers 90 percent of Maine. Farmington has been called the world's earmuff capital; Chester Greenwood invented them here in 1877.

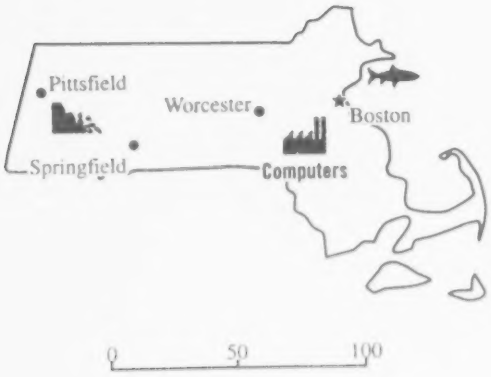


MARYLAND

MARYLAND *The Old Line State*

Capital: Annapolis **Pop.:** 4,781,468 **Urban:** 81% **Rural:** 19%
Land and Water Use: chickens, dairy products, greenhouse, soybeans
Minerals: crushed stone, cement, sand and gravel
Manufacturing: search and navigation equipment, soaps and cleaners
Services: business services
Economic Fun Facts: First U.S. telegraph line went from Baltimore to Washington, D.C. The Baltimore & Ohio Railroad (B&O) was the first to carry both passengers and freight.

MASSACHUSETTS



MASSACHUSETTS *The Bay State*

Capital: Boston **Pop.:** 6,016,425 **Urban:** 84% **Rural:** 16%
Land and Water Use: fish (cod, herring), greenhouse, cranberries, dairy products, eggs
Minerals: crushed stone, sand and gravel, dimension stone
Manufacturing: computers, communication equipment
Services: business services
Economic Fun Facts: First U.S. newspaper, printing press, library, college, and post office were here. New England's finance center. Boston is called The Cradle of Liberty.

MICHIGAN

MICHIGAN *The Wolverine State*

Capital: Lansing **Pop.:** 9,295,297 **Urban:** 71% **Rural:** 29%
Land and Water Use: dairy products, cattle, corn, greenhouse
Minerals: iron ore, cement, sand and gravel
Manufacturing: motor vehicles and equipment
Services: business services
Economic Fun Facts: Forests cover 50 percent of Michigan, and hunting is popular. World's largest limestone quarry is here. Ford's first auto and Edison's first electric battery were built here.

MINNESOTA

MINNESOTA *The Gopher State*

Capital: St. Paul **Pop.:** 4,375,099 **Urban:** 70% **Rural:** 30%
Land and Water Use: dairy products, cattle, soybeans, hogs
Minerals: iron ore, sand and gravel, crushed stone
Manufacturing: computers, meat and dairy products
Services: health services
Economic Fun Facts: Minnesota also is known as The Bread and Butter State, because of its flour mills and dairy products. First settled by fur traders. Mayo Clinic, a world-famous medical center, is here.

MISSISSIPPI

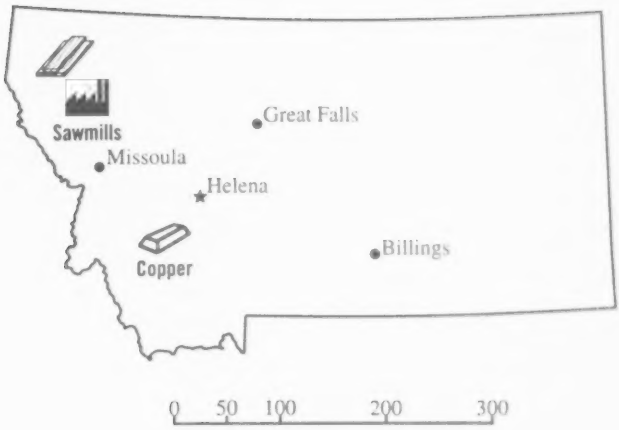
MISSISSIPPI *The Magnolia State*

Capital: Jackson **Pop.:** 2,573,216 **Urban:** 47% **Rural:** 53%
Land and Water Use: chickens, cotton, soybeans, cattle
Minerals: sand and gravel, clays, cement
Manufacturing: meat products, household furniture
Services: health services
Economic Fun Facts: Floodwaters deposit rich soil on the Alluvial Plain.

MISSOURI

MISSOURI *The Show Me State*

Capital: Jefferson City **Pop.:** 5,117,073 **Urban:** 69% **Rural:** 31%
Land and Water Use: cattle, soybeans, hogs, dairy products
Minerals: lead, cement, crushed stone
Manufacturing: transportation equipment, beverages, meat and dairy products
Services: health services
Economic Fun Facts: Known as Mother of the West, Missouri always has been a leading transportation center—wagons, ships, trucks, and planes. The Pony Express headed west from St. Joseph.

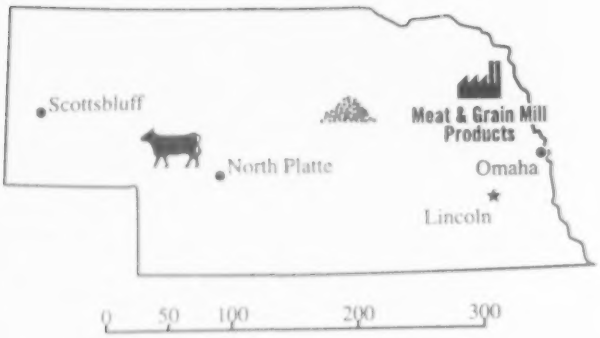


MONTANA

MONTANA *The Treasure State*

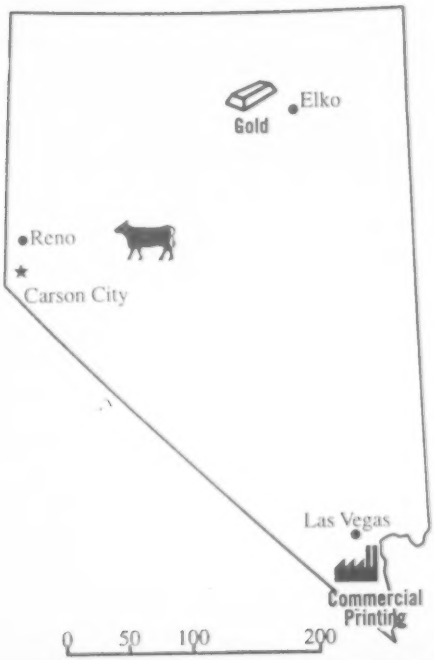
Capital: Helena **Pop.:** 799,065 **Urban:** 53% **Rural:** 47%
Land and Water Use: timber, cattle, wheat, hay, barley
Minerals: copper, gold, platinum metals, molybdenum
Manufacturing: sawmills
Services: health services
Economic Fun Facts: Named for its copper, gold, and silver mines. Cattle graze on about two-thirds of the land. Eureka is the Christmas Tree Capital of the World.

NEBRASKA



NEBRASKA *The Cornhusker State*

Capital: Lincoln **Pop.:** 1,578,385 **Urban:** 66% **Rural:** 34%
Land and Water Use: cattle, corn, hogs, soybeans
Minerals: sand and gravel, cement, crushed stone, lime
Manufacturing: meat and grain mill products
Services: health services
Economic Fun Facts: Arbor Day began here because the state was 99 percent treeless. The first transcontinental railroad started west from Omaha.

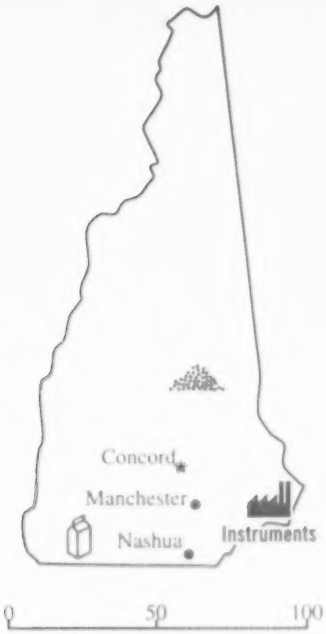


NEVADA

NEVADA *The Silver State*

Capital: Carson City **Pop.:** 1,201,833 **Urban:** 88% **Rural:** 12%
Land and Water Use: cattle, hay, dairy products, potatoes
Minerals: gold, silver, sand and gravel, molybdenum
Manufacturing: commercial printing
Services: hotel services
Economic Fun Facts: U.S. government owns 85 percent of the state. Less rain falls here than any other state. The first federal irrigation project was completed here. Hoover Dam created Lake Mead, one of the largest man-made lakes in the world. Gambling has created a $4 billion per year tourist industry.

NEW HAMPSHIRE



NEW HAMPSHIRE *The Granite State*

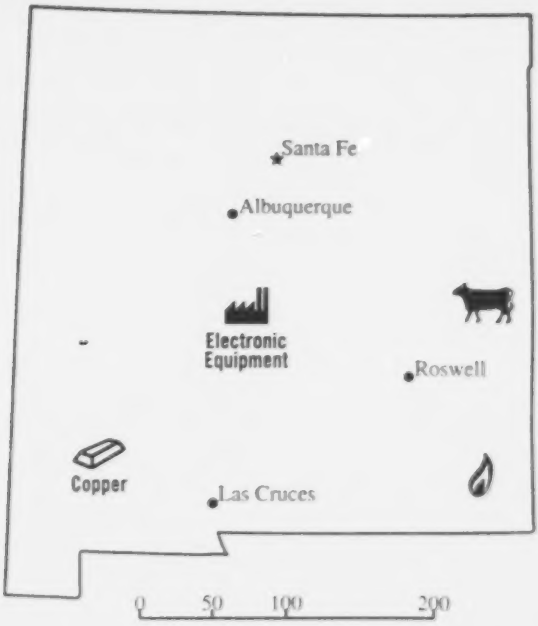
Capital: Concord **Pop.:** 1,109,252 **Urban:** 51% **Rural:** 49%
Land and Water Use: dairy products, greenhouse, apples, cattle, fish
Minerals: sand and gravel, dimension stone, crushed stone
Manufacturing: instruments, computer and office equipment
Services: health services
Economic Fun Facts: First U.S. Navy shipyard was built in Portsmouth. Mt. Washington had the nation's first cog railway in 1869.

NEW JERSEY

NEW JERSEY *The Garden State*

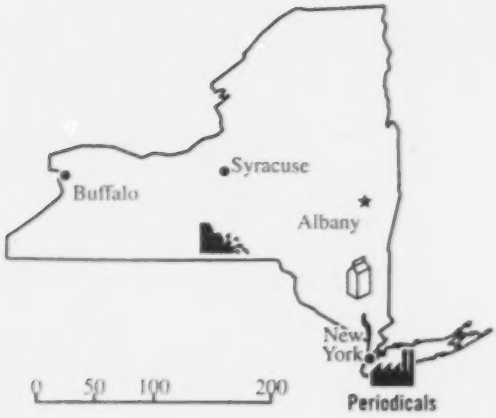
Capital: Trenton **Pop.:** 7,730,188 **Urban:** 89% **Rural:** 11%
Land and Water Use: greenhouse, dairy products, eggs, blueberries, fish
Minerals: crushed stone, sand and gravel, zircon concentrates
Manufacturing: medicines, soaps and cleaners
Services: business services
Economic Fun Facts: Thomas Edison invented the electric light and phonograph and Samuel Morse invented the electric telegraph here. The first steam locomotive was built in Hoboken.

NEW MEXICO



NEW MEXICO *The Land of Enchantment*

Capital: Santa Fe **Pop.:** 1,515,069 **Urban:** 73% **Rural:** 27%
Land and Water Use: cattle, dairy products, hay, cotton
Minerals: copper, potassium salts, sand and gravel, silver
Fuels: natural gas, oil, uranium
Manufacturing: electronic equipment
Services: engineering and research services
Economic Fun Facts: First atomic bomb was built here. Oldest U.S. road, El Camino Real, is here. Santa Fe was the capital of a Spanish province in 1610.

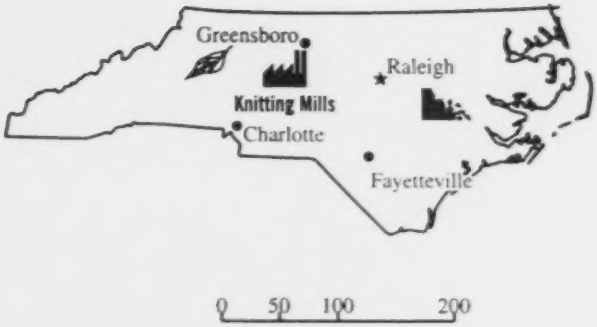


NEW YORK

NEW YORK *The Empire State*

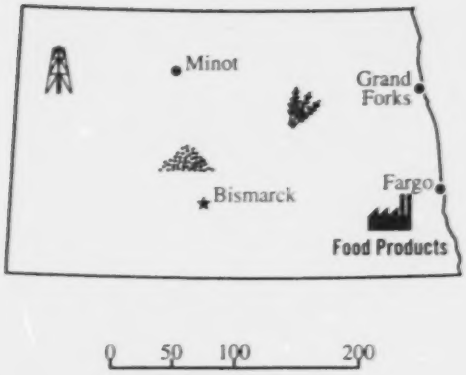
Capital: Albany **Pop.:** 17,990,455 **Urban:** 84% **Rural:** 16%
Land and Water Use: dairy products, greenhouse, cattle, apples
Minerals: crushed stone, salt, cement
Manufacturing: periodicals, books, women's clothes
Services: business services
Economic Fun Facts: U.S. leader in banking/finance, communications, trade, and manufacturing. New York City is a cultural center, a world-class seaport, and home to the United Nations.

NORTH CAROLINA



NORTH CAROLINA *The Tar Heel State*

Capital: Raleigh **Pop.:** 6,628,637 **Urban:** 50% **Rural:** 50%
Land and Water Use: tobacco, chickens, hogs, turkeys
Minerals: crushed stone, phosphate rock, lithium minerals
Manufacturing: knitting mills, medicines, yarn and thread mills
Services: health services
Economic Fun Facts: First airplane flight at Kitty Hawk. Before California gold rush, North Carolina led U.S. in gold production. Leading state in tobacco production.



NORTH DAKOTA

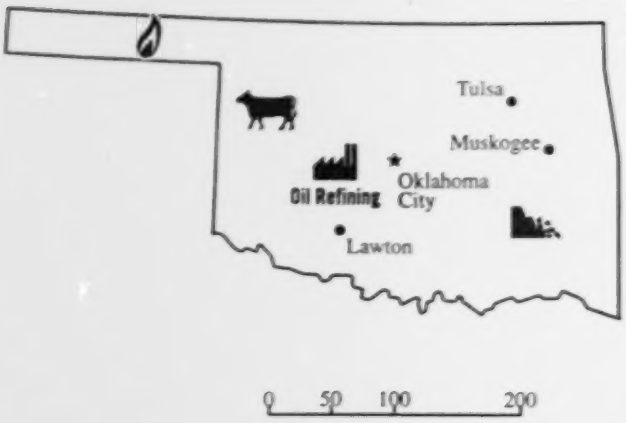
NORTH DAKOTA *The Peace Garden State*

Capital: Bismarck **Pop.:** 638,800 **Urban:** 53% **Rural:** 47%
Land and Water Use: wheat, cattle, barley, sunflowers
Minerals: sand and gravel, lime, clays, peat
Fuels: oil
Manufacturing: food products, farm and garden machinery
Services: health services
Economic Fun Facts: North Dakota was a homestead territory; settlers were given free land if they lived on it and improved it. Garrison Dam is one of the largest in the world.

OHIO

OHIO *The Buckeye State*

Capital: Columbus **Pop.:** 10,847,115 **Urban:** 74% **Rural:** 26%
Land and Water Use: soybeans, dairy products, corn, cattle
Minerals: crushed stone, sand and gravel, salt, lime
Manufacturing: motor vehicles and equipment, steel products
Services: health services
Economic Fun Facts: The Wright brothers made test flights in Milan. Aluminum refining was discovered here. The cash register was invented here.

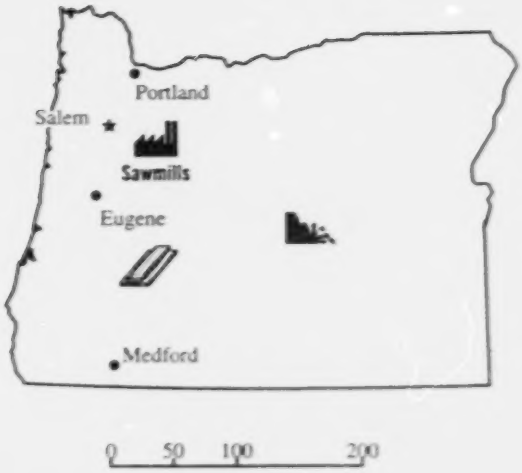


OKLAHOMA

OKLAHOMA *The Sooner State*

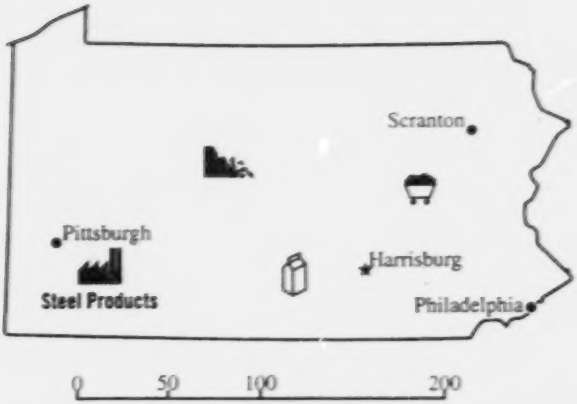
Capital: Oklahoma City **Pop.:** 3,145,585 **Urban:** 68% **Rural:** 32%
Land and Water Use: cattle, wheat, greenhouse, chickens
Minerals: crushed stone, cement, iodine, sand and gravel
Fuels: natural gas, oil
Manufacturing: oil refining, motor vehicles and equipment
Services: health services
Economic Fun Facts: The state capital building sits on a major oil field. The Trail of Tears ended here, relocating American Indians from the Southeast. Oil production began even before statehood.

OREGON



OREGON *The Beaver State*

Capital: Salem **Pop.:** 2,842,321 **Urban:** 71% **Rural:** 29%
Land and Water Use: timber, cattle, greenhouse, wheat, dairy products
Minerals: crushed stone, sand and gravel, cement, lime
Manufacturing: sawmills, millwork, logging
Services: health services
Economic Fun Facts: The Oregon Trail ended here; it was a 2,000-mile, six-month journey by wagon. Russia, Spain, and Great Britain have at different times ruled this area.



PENNSYLVANIA

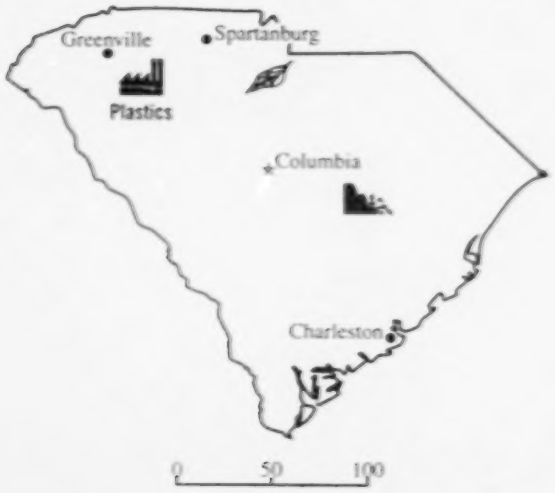
PENNSYLVANIA *The Keystone State*

Capital: Harrisburg **Pop.:** 11,881,643 **Urban:** 69% **Rural:** 31%
Land and Water Use: dairy products, cattle, greenhouse, eggs
Minerals: crushed stone, cement, sand and gravel, lime
Fuels: coal
Manufacturing: steel products, oil refining, medicines
Services: health services
Economic Fun Facts: The world's largest chocolate factory is in Hershey. Philadelphia is known as The Birthplace of the United States. The Pennsylvania Turnpike was the first paved road in the U.S.

RHODE ISLAND

RHODE ISLAND *The Ocean State*

Capital: Providence **Pop.:** 1,003,464 **Urban:** 86% **Rural:** 14%
Land and Water Use: fish, greenhouse, dairy products, eggs, potatoes
Minerals: crushed stone, sand and gravel, gem stones
Manufacturing: costume jewelry, jewelry and silverware
Services: health services
Economic Fun Facts: The Rhode Island Red chicken made poultry a major U.S. industry. Slater Mill, a cotton mill, has been called The Cradle of American Industry. The U.S. jewelry industry started here.

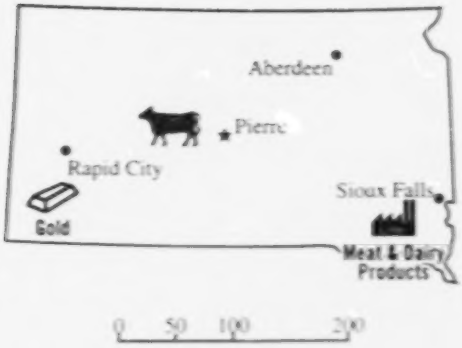


SOUTH CAROLINA

SOUTH CAROLINA *The Palmetto State*

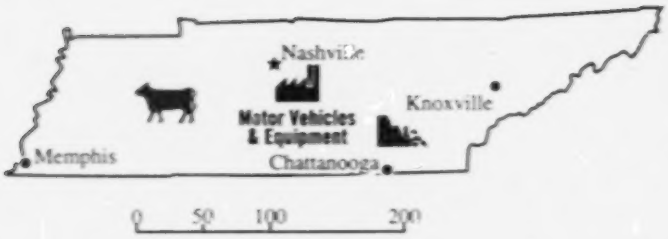
Capital: Columbia **Pop.:** 3,486,703 **Urban:** 55% **Rural:** 45%
Land and Water Use: tobacco, cattle, soybeans, chickens
Minerals: crushed stone, gold, cement, clays
Manufacturing: plastics, fabric mills
Services: health services
Economic Fun Facts: Rice was first grown successfully in the U.S. here. The Civil War began here. First steam locomotive was built here.

SOUTH DAKOTA



SOUTH DAKOTA *The Sunshine State*

Capital: Pierre **Pop.:** 696,004 **Urban:** 50% **Rural:** 50%
Land and Water Use: cattle, hogs, soybeans, wheat
Minerals: gold, cement, sand and gravel
Manufacturing: meat and dairy products
Services: health services
Economic Fun Facts: Farms and ranches cover 90 percent of the state. A leading state in gold production; gold was discovered in the Black Hills in 1874.



TENNESSEE

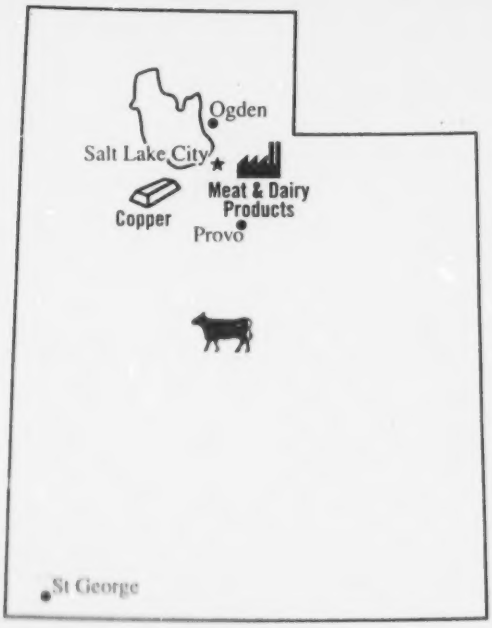
TENNESSEE *The Volunteer State*

Capital: Nashville **Pop.:** 4,877,185 **Urban:** 61% **Rural:** 39%
Land and Water Use: cattle, dairy products, soybeans, hogs
Minerals: crushed stone, zinc, cement, clays
Manufacturing: motor vehicles and equipment, industrial inorganic chemicals
Services: health services
Economic Fun Facts: Tennessee Valley Authority built over 20 dams to furnish electric power and control floods. The former state of Franklin became a part of Tennessee in 1788. The federal government built an atomic energy center at Oak Ridge.

TEXAS

TEXAS *The Lone Star State*

Capital: Austin **Pop.:** 16,986,510 **Urban:** 80% **Rural:** 20%
Land and Water Use: cattle, cotton, dairy products, chickens, fish
Minerals: cement, magnesium metal, crushed stone, sulfur
Fuels: oil, natural gas
Manufacturing: oil refining, industrial organic chemicals, plastics, meat products
Services: health services
Economic Fun Facts: Camels were brought to Texas in 1856 to transport supplies to Army posts. Cattle and cotton were once more important here than chemicals and oil. Texas was once independent of the U.S.

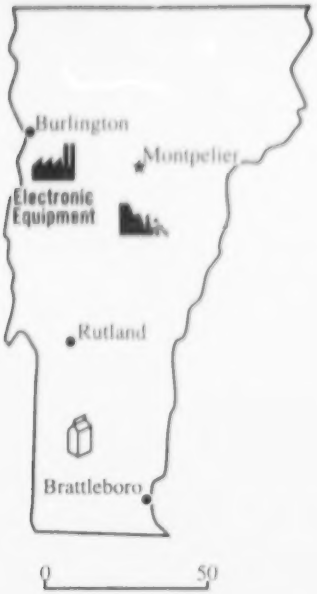


UTAH

UTAH *The Beehive State*

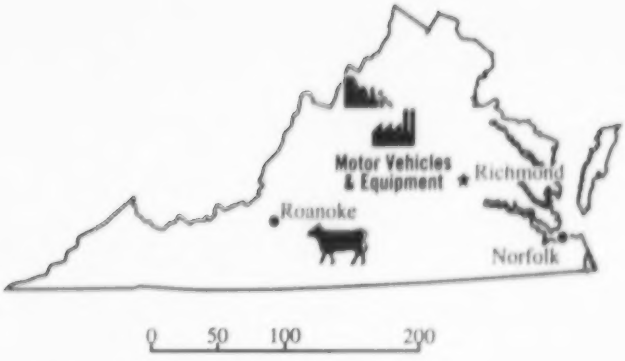
Capital: Salt Lake City **Pop.:** 1,722,850 **Urban:** 87% **Rural:** 13%
Land and Water Use: cattle, dairy products, hay, turkeys
Minerals: copper, gold, magnesium metal
Manufacturing: meat and dairy products, motor vehicles and equipment
Services: health services
Economic Fun Facts: First transcontinental railroad was completed at Promontory in 1869. Leading state in production of copper, gold, iron ore, potassium salts, silver, and zinc. Only state to produce gilsonite, a form of asphalt. Sugar beet industry started here.

VERMONT



VERMONT *The Green Mountain State*

Capital: Montpelier **Pop.:** 562,758 **Urban:** 32% **Rural:** 68%
Land and Water Use: dairy products, cattle, hay, maple products
Minerals: crushed stone, dimension stone, sand and gravel, talc, pyrophyllite
Manufacturing: electronic equipment, dairy products
Services: hotel services
Economic Fun Facts: First U.S. patent was issued here to Samuel Hopkins on July 31, 1790; he made potash from wood for fertilizer. Forests cover three-quarters of Vermont.

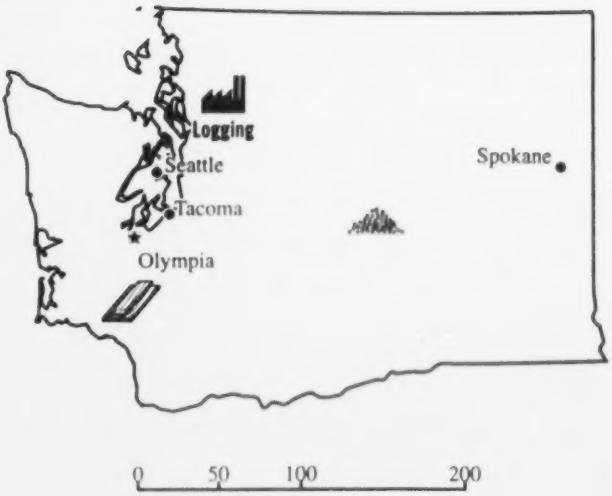


VIRGINIA

VIRGINIA *Old Dominion*

Capital: Richmond **Pop.:** 6,187,358 **Urban:** 69% **Rural:** 31%
Land and Water Use: cattle, chickens, dairy products, tobacco, fish
Minerals: crushed stone, sand and gravel, lime, cement
Manufacturing: motor vehicles and equipment, plastics
Services: business services
Economic Fun Facts: First permanent English settlement in America was at Jamestown in 1607. Tobacco was exported to support the colony. The College of William and Mary was founded in 1693.

WASHINGTON



WASHINGTON *The Evergreen State*

Capital: Olympia **Pop.:** 4,866,692 **Urban:** 76% **Rural:** 24%
Land and Water Use: timber, dairy products, wheat, apples, cattle, fish
Minerals: sand and gravel, magnesium metal, gold, crushed stone
Manufacturing: logging, sawmills, oil refining, preserved fruits and vegetables
Services: health services
Economic Fun Facts: Leads all states in apples. Natural harbors make it a major shipping port. Leading lumber state.

WEST VIRGINIA

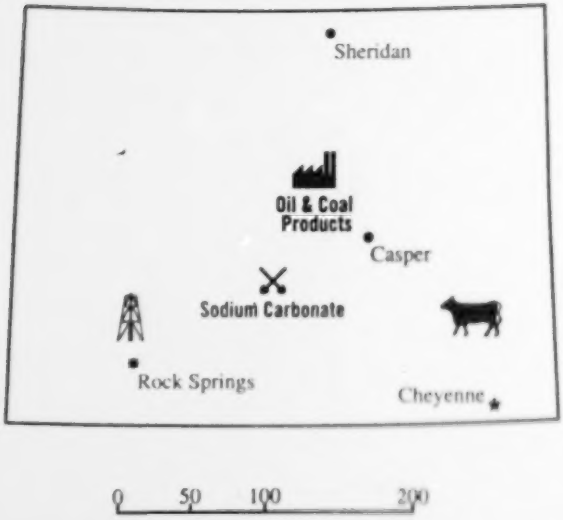
WEST VIRGINIA *The Mountain State*

Capital: Charleston **Pop.:** 1,793,477 **Urban:** 36% **Rural:** 64%
Land and Water Use: cattle, chickens, dairy products, turkeys
Minerals: crushed stone, cement, salt, sand and gravel
Fuels: coal
Manufacturing: industrial organic chemicals
Services: health services
Economic Fun Facts: First 4-H Club was here at "Stonewall" Jackson's home. First natural gas well and coal were discovered here.

WISCONSIN

WISCONSIN *The Badger State*

Capital: Madison **Pop.:** 4,891,769 **Urban:** 66% **Rural:** 34%
Land and Water Use: dairy products, cattle, hogs, corn, timber
Minerals: crushed stone, sand and gravel, lime
Manufacturing: dairy products, motor vehicles and equipment, paper mills
Services: health services
Economic Fun Facts: Leading milk, cheese, and butter producer. First vocational schools and first kindergarten started here. The Republican Party started here. First hydroelectric plant built here.

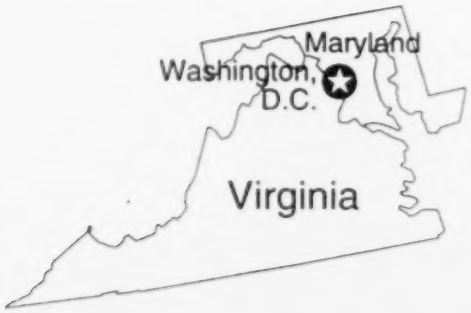


WYOMING

WYOMING *The Equality State*

Capital: Cheyenne **Pop.:** 453,588 **Urban:** 65% **Rural:** 35%
Land and Water Use: cattle, hay, sugar beets, sheep
Minerals: sodium carbonate, clays, helium, sand and gravel
Fuels: oil, coal, uranium
Manufacturing: oil and coal products, industrial machinery
Services: health services
Economic Fun Facts: Eighty percent of the state is used for grazing. Least populated state. Wyoming women were first women in the nation to vote.

WASHINGTON, D.C.



WASHINGTON, D.C.

Pop.: 609,900 **Urban:** 100% **Rural:** 0%
Services: government
Economic Fun Facts: Washington, D.C., is the capital of the United States. D.C. means District of Columbia. It is located between Maryland and Virginia. Its population is larger than Vermont, but smaller than North Dakota. It is a favorite destination for tourists from around the world. Many historical museums and monuments are here.

United States Territories

American Samoa

Capital: Pago Pago **Pop.:** 46,773 **Urban:** 33% **Rural:** 67%
Land and Water Use: tuna, cattle, bananas, coconuts
Minerals: pumice
Manufacturing: tuna fishing and processing, meat canning, handicrafts
Services: government
Economic Fun Facts: Located between Hawaii and New Zealand, it is slightly larger than Washington, D.C. Pago Pago is one of the best natural deepwater harbors in the South Pacific. Its people are U.S. nationals, not U.S. citizens. It uses U.S. currency. The U.S. acquired American Samoa in 1900.

Guam

Capital: Agana **Pop.:** 133,152 **Urban:** 38% **Rural:** 62%
Land and Water Use: eggs, fish, cucumbers, beans
Manufacturing: textiles, clothing, beverages
Services: government
Economic Fun Facts: Located between Hawaii and the Philippines, it is the largest and southern-most island in the Mariana Islands archipelago. Its people are U.S. citizens, but they do not vote in U.S. presidential elections. It uses U.S. currency. Spain surrendered Guam to the U.S. in 1898.

U.S. Virgin Islands

Capital: Charlotte Amalie **Pop.:** 101,809 **Urban:** 37% **Rural:** 63%
Land and Water Use: milk, cattle, pigs, tomatoes
Manufacturing: petroleum refining, watch assembly, pharmaceuticals, textiles, electronics
Services: hotel services
Economic Fun Facts: Located southeast of Florida, the islands are a key shipping lane for the Panama Canal. St. Thomas is one of the best deepwater harbors in the Caribbean. Its people are U.S. citizens, but they do not vote in U.S. presidential elections. It uses U.S. currency. Seventy percent of the economy is based on tourism. World's largest petroleum refinery is at St. Croix. U.S. purchased Virgin Islands from Denmark in 1917.

United States Commonwealths

Northern Mariana Islands

Capital: Saipan **Pop.:** 43,345 **Urban:** 28% **Rural:** 72%
Land and Water Use: coffee, coconuts, fruits, tobacco, cattle
Manufacturing: handicrafts, fish processing
Services: hotel services
Economic Fun Facts: Located between Hawaii and the Philippines. Its people are U.S. citizens, but do not vote in U.S. presidential elections. It uses U.S. currency. Tourism employs 10 percent of the workforce. Previously under Japanese mandate, the islands have been administered by the U.S. since 1947 and became a commonwealth in 1986.

Puerto Rico

Capital: San Juan **Pop.:** 3,522,037 **Urban:** 71% **Rural:** 29%
Land and Water Use: dairy products, poultry, coffee, sugarcane
Minerals: copper, nickel, oil
Manufacturing: chemicals, electronics, apparel, food products
Services: health services
Economic Fun Facts: It uses U.S. currency. Its people are-U.S. citizens, but they do not vote in U.S. presidential elections. San Juan is one of the biggest and best natural harbors in the Caribbean. Located southeast of Florida, it is a key shipping lane to the Panama Canal. Spain surrendered Puerto Rico to the U.S. in 1898. Its population is larger than South Carolina, but smaller than Arizona.

Key to Symbols

Cattle

Cement

Chickens

Coal

Corn

Cotton

Crushed Stone

Dairy Products

Fish

Greenhouse

Hogs

Lobster

Manufacturing

Minerals (Metals)

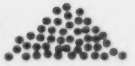
Minerals (Non-metals)

Natural Gas

Oil

Oranges

Salt

Sand & Gravel 

Soybeans

Sugar

Timber

Tobacco

Wheat

122

123

Glossary

Economy — People and businesses producing, trading, and using goods and services.

Fuels — Materials that are burned to give off heat or produce energy.

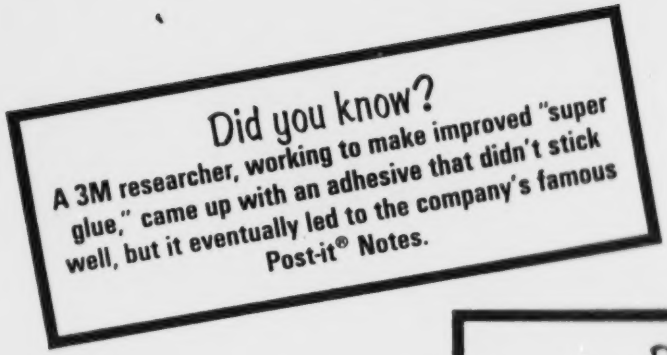
Land and Water Use — Harvesting the land and water for crops, livestock, timber, and fish.

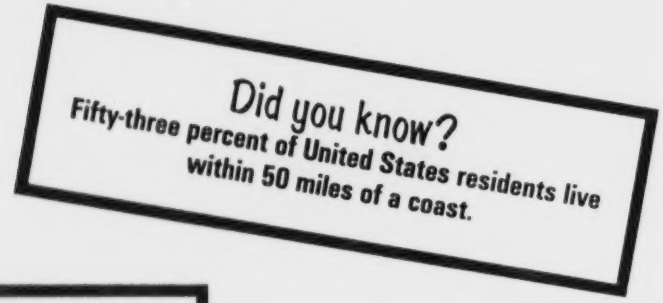
Manufacturing — The process used to make products from raw materials and natural resources.

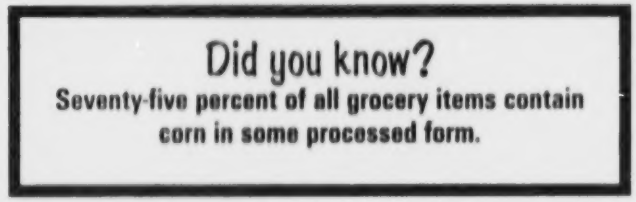
Minerals — Materials that often must be mined.

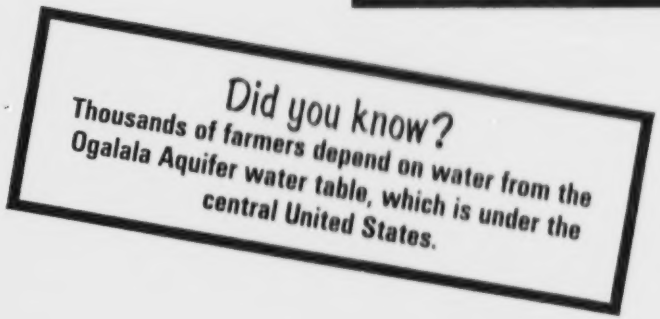
Population — The number of people living in a place.

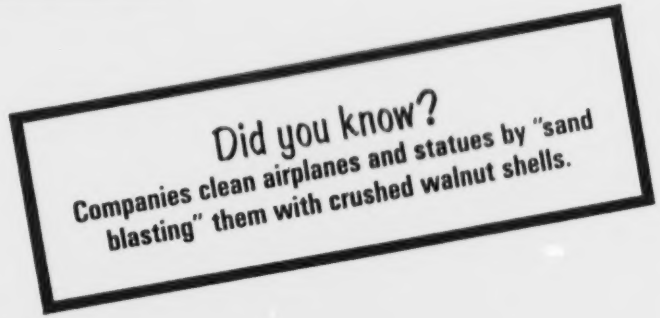
Region — An area with similar resources.

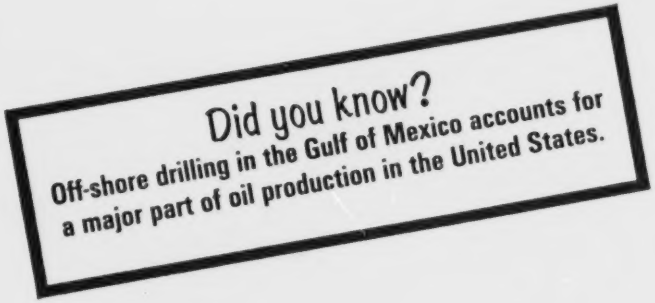

Did you know?
A 3M researcher, working to make improved "super glue," came up with an adhesive that didn't stick well, but it eventually led to the company's famous Post-it® Notes.

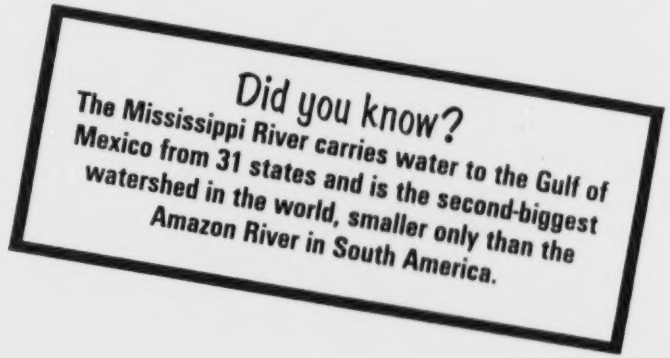





Did you know?
Thousands of farmers depend on water from the Ogalala Aquifer water table, which is under the central United States.






Did you know?
The Mississippi River carries water to the Gulf of Mexico from 31 states and is the second-biggest watershed in the world, smaller only than the Amazon River in South America.

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Using Resources

1. Look at each resource card. Write the name of the resource under the correct heading.

People

_____

_____

Materials

_____

_____

Equipment

_____

_____

_____

_____

2. Use your imagination. What can your group make with these resources? Pick your group's favorite and put a star next to it.

a. _____ c. _____

b. _____ d. _____

3. The name of our business is _____ .

4. Group Members

_____ _____

_____ _____

_____ _____

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Name _____

Exploring Our State

_____

(state name)

1. Our state ranks number _____ out of 50 states in population.

2. Our state uses the land and water for

_____.

3. Our state has ❑ a lot of ❑ some ❑ few minerals.

4. Our state has ❑ a lot of ❑ some ❑ few fuels.

5. Our state has ❑ a lot of ❑ some ❑ little manufacturing.

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Pizza Parlor Problem

You make the best pizza in downtown. Many of your customers have moved out of downtown and don't buy your pizza anymore. What can you do to sell more pizza and save your business?

Pet Shop Problem

Your customers used to buy kittens and puppies. Now most live in apartments and may not have cats or dogs. What can you do to sell more kittens and puppies and save your business?

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Decision-Making Worksheet

Advantage

Disadvantage

Problem

Junior Achievement

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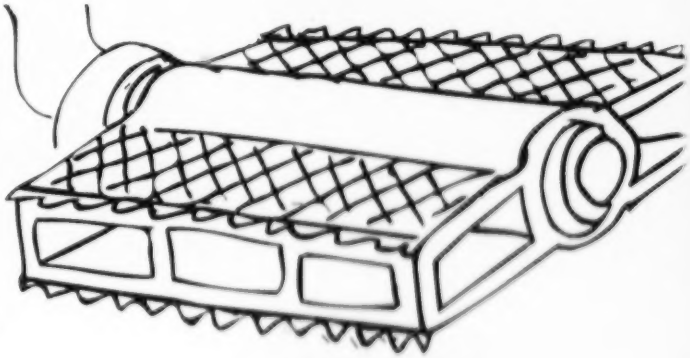
Junior Achievement

STEEL

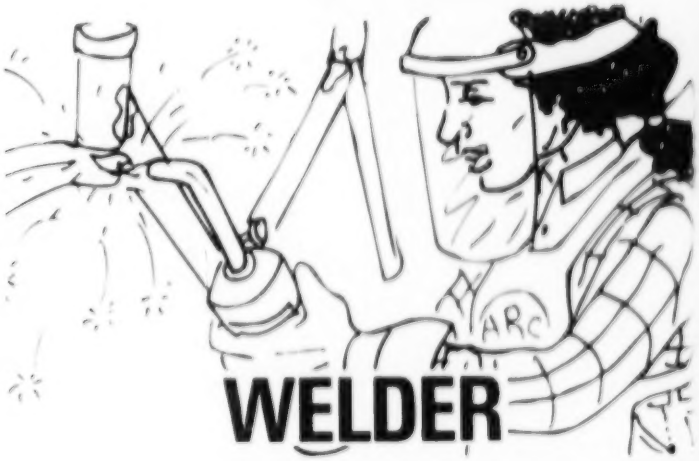
PAINT

TIRES



PEDALS

PAINTER



WELDER

SPRAY GUN

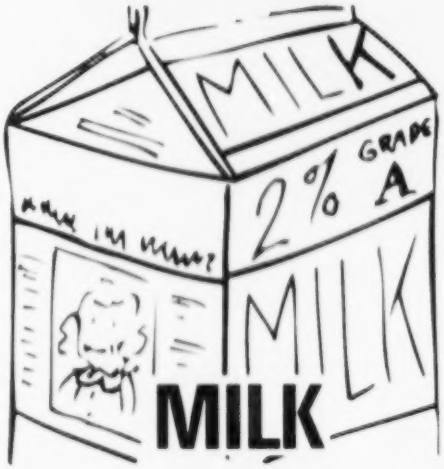
WRENCH

Junior Achievement

FLOUR

SUGAR

BUTTER



MILK

CASHIER

BAKER

MIXER

OVEN

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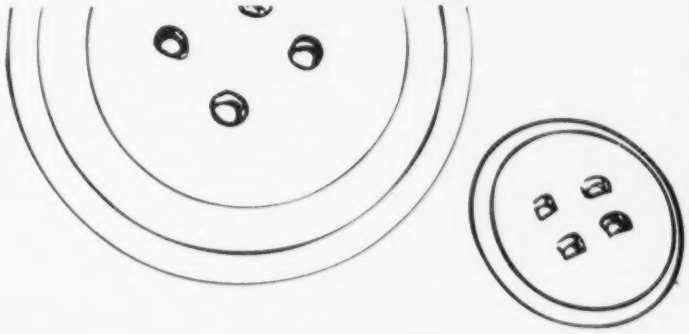
DYE

COTTON

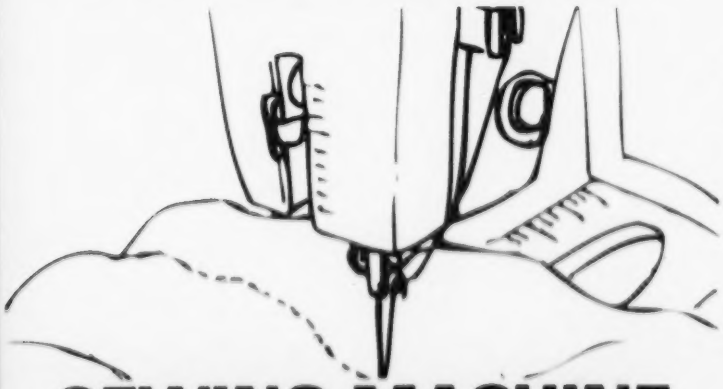
THREAD



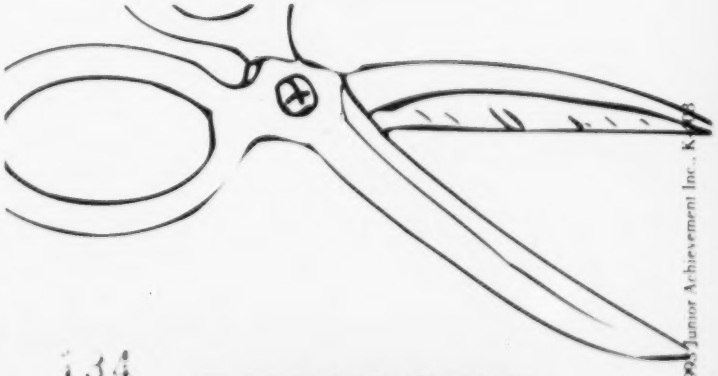
BUTTONS

PATTERN MAKER

DESIGNER



SEWING MACHINE



SCISSORS

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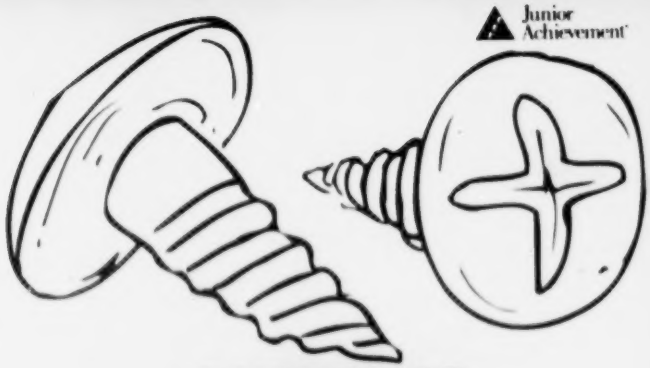
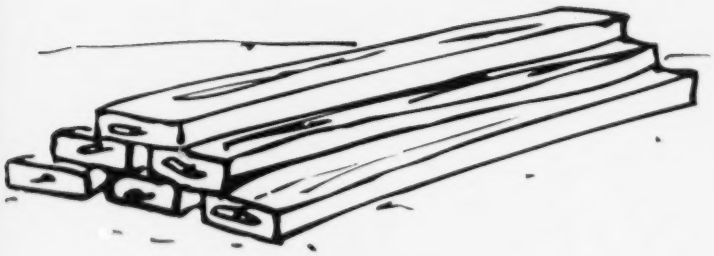
PAINT

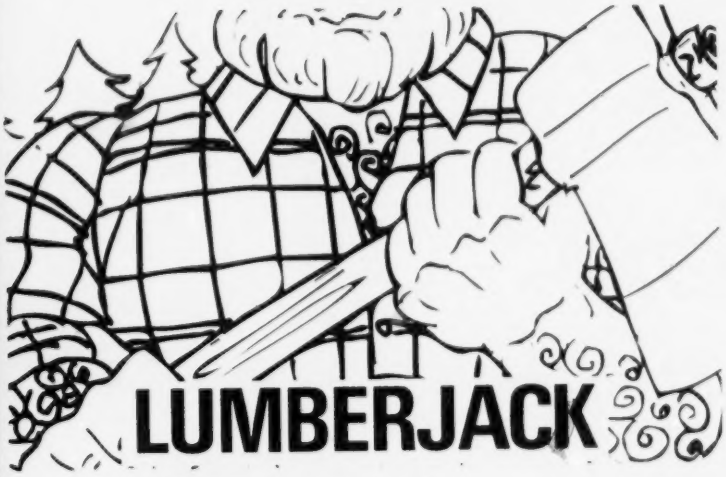


SCREWS



WOOD

WHEELS



LUMBERJACK

MACHINIST

SANDING MACHINE

SAW

© 1993 Junior Achievement Inc. 4-95

50
Junior Achievement Dollars
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Junior Achievement
Junior Achievement
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50

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Junior Achievement Dollars
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Decision Card

Decision Card

Decision Card

Decision Card

Decision Card

Decision Card

Decision Card

Decision Card

Decision Card

Decision Card

Decision Card

Decision Card

Decision Card

Decision Card

Decision Card

BEST COPY AVAILABLE

Advertising Decision

Your advertised special for chicken lovers' pizza did poorly.

Collect $50.

Buying Decision

Your new computer system has helped your record keeping.

Collect $200.

Worker Decision

You hired someone to send out fliers to bring in more business. It worked.

Collect $200.

Advertising Decision

Your new advertisement in the newspaper paid off.

Collect $200.

Buying Decision

You bought a used oven. It burns the edges of your pizza and leaves the middle raw.

Collect $0.

Worker Decision

Your new assistant was voted "most likely to succeed" by her graduating class.

Collect $400.

Advertising Decision

Your meat lovers' pizza advertisement brought in a good crowd.

Collect $300.

Buying Decision

New tables and chairs allow you to seat 16 more people.

Collect $350.

Worker Decision

Your staff works more like a team after a day-long workshop.

Collect $250.

Advertising Decision

You hired and advertised a live band to entertain customers.

Collect $600.

Buying Decision

The new juke box is bringing in extra money, but not as much as you expected.

Collect $150.

Worker Decision

You trained the counter staff to help in the kitchen. Now they fill in when the cooks are sick.

Collect $200.

Advertising Decision

Your advertisement for free pizza-making demonstrations is a hit among kids.

Collect $400.

New Idea Decision

Your idea to let customers build their own pizzas has made you famous.

Collect $500.

New Idea Decision

You put in a fan to send the smell of pizza into the mall parking lot. Business is up.

Collect $300.

Advance
Card
Junior
Achievement

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Achievement

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Achievement

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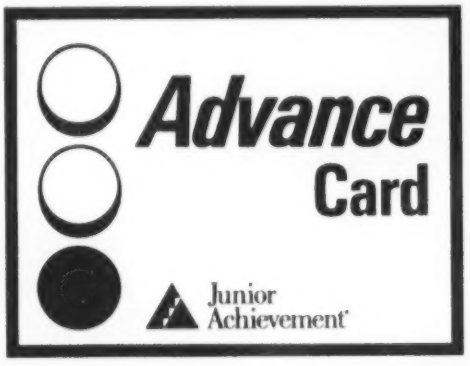
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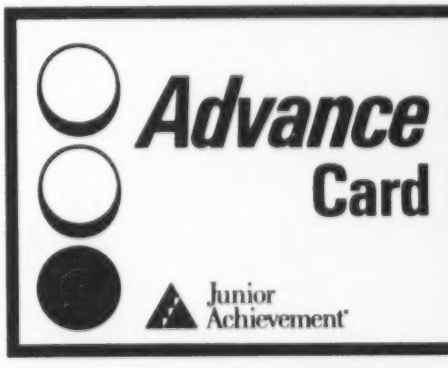
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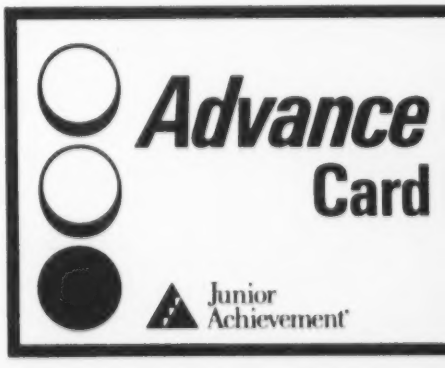
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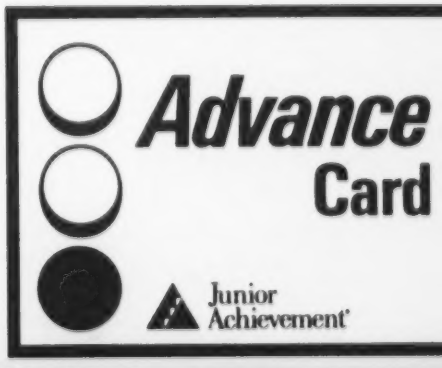
Advance
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Junior
Achievement

Move Forward
1 Space
and
Draw Another Card

Move Forward
2 Spaces
and
Draw Another Card

Move Forward
3 Spaces

Move Forward
4 Spaces

Move Forward
5 Spaces

Move Forward
6 Spaces

Move Forward
1 Space
and
Draw Another Card

Move Forward
2 Spaces
and
Draw Another Card

Move Forward
3 Spaces

Move Forward
4 Spaces

Move Forward
5 Spaces

Move Forward
6 Spaces

Move Forward
to the next
Make a Decision
Space

Move Forward
to the next
Make a Decision
Space

Move Forward
to the next
Make a Decision
Space

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Business Journal

Junior Achievement

Our Region

Student Name: _____

Compare your state with a neighboring state.
Use your State Resource Guide to help you find the information.

My State: _____

1. Land and Water Use

_____

2. Minerals

_____

3. Fuels

_____

4. Manufacturing

_____

Neighboring State: _____

1. Land and Water Use

_____

2. Minerals

_____

3. Fuels

_____

4. Manufacturing

_____

What things did you find the same about your state and a neighboring state? List them.

_____

What things did you find different about your state and a neighboring state? List them.

_____

THE BIRTH OF A YO-YO

The tree creaked and groaned as the saw blade ate its way through the last splinters. "Timber!" cried the lumberjack, and the giant yo tree from Oregon fell to the forest floor.

Moments later the H & I Logging crew stripped the tree of its limbs, and a giant crane lifted the tree trunk onto a logging truck. "Take it easy!" the trucker said to the crew as he drove off to Montana.

The trucker radioed ahead to the Sawyer Sawmill about his arrival. Everything was ready the moment he pulled into the yard. While the sawmill crew unloaded his truck, the trucker jumped out and went into a diner for a bite to eat. He ordered fried chicken, mashed potatoes and gravy, and a slice of cherry pie for dessert.

But the real excitement was back at the sawmill. The yo tree had just entered the cutting room. Powerful blades shaped and cut the tree into lumber. A wood buyer from Yo-Yo Express, a yo-yo manufacturer in Michigan, called and said she would inspect the shipment as it went by railroad through Michigan on its way to the Yo-Yo Express facility in Virginia.

Two days later hundreds of yo-yos came off the assembly line in Virginia. Packers took several boxes and mailed them to a distribution warehouse in Texas. Within a week a toy store in California placed an order for 50 yo-yos, and the wood of the yo tree found its way back to the West Coast.

Yo-Yo Express hired only the best workers—designers, cutters, engravers, painters, and shipping clerks. The sales staff traveled the country, introducing fine Yo-Yo Express yo-yos to toy stores everywhere. They often hired yo-yo experts to demonstrate the yo-yos in the toy stores. Yo-Yo Express makes the best yo-yos and sells the most.

1. Draw a line to trace the route of the yo-yo from production to market.

2. Name each state in which the yo-yo stopped on its way to the toy store.

_____ _____ _____

_____ _____ _____

3. How many businesses did it take to produce one yo-yo? _____

Let's Make a Pizza

Use your State Resource Guide to find the states that produce the materials listed below.

Write the name of one state beside each material.

Materials	State
Cheese	
Pepperoni	
Flour	
Tomato Sauce	

Make a list of some people and equipment you need to make a pizza.

People	Equipment

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Holiday

Monday

Income Today
Set up booth at local fair.

Collect $300

,200 to start.
)P signs,
ıen continue

145

STOP

Pay
$150
Electric Bill

FRIDAY

27

Expense Today
Pay $100 for sausage.

Saturday

Income Today
Local pizza lovers' club holds monthly meeting.

Collect $200

GAME OVER!

29

Income Today
Senior Citizens' Day.

Collect $50

SUNDAY

30

Expense Today
Pay $50 for new aprons and hats.

Monday

Tuesday 31

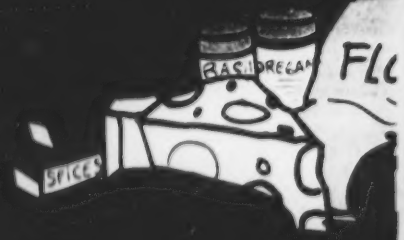
Income Today
Sell pizza sauce to local deli.

Collect $300

146

ete's Pizza
STOP
Pay
$200
Wages
Make a Decision
1. Do nothing, OR
2. Pay $50 for a
Decision Card.
19
T URSDAY
Income Today
Sold 4 Canadian bacon, 5 vegetarian,
and 3 sausage pizzas.
Collect $150
22
SUNDAY
Income Today
Kids eat free.
Collect $50
Make a Decision
1. Do nothing, OR
2. Pay $100 for a
Decision Card.
Monday
24
Tuesday
Income Today
High school class reunion
reserves the restaurant.
Collect $400
Saturday
25
Expense Today
Pay $200 for fire
insurance.
Decision

Polly & P



FL

1

Income Today

Sold 5 Dieter's Delights

Collect $50

SUNDAY

Monday 2

Income Today

Sold 20 pepperoni pizzas with extra cheese.

Collect $300

Make a Decision

1. Do nothing, OR
2. Pay $50 for a Decision Card.

Tuesday 3

4

Income Today

Sold anchovy pizzas to the Fish family reunion.

Collect $150

START HERE!

5 THURSDAY

Expense Today

Pay $50 for new pizza delivery pouches.

STOP

Pay

Expe

Pay
cle

Tue

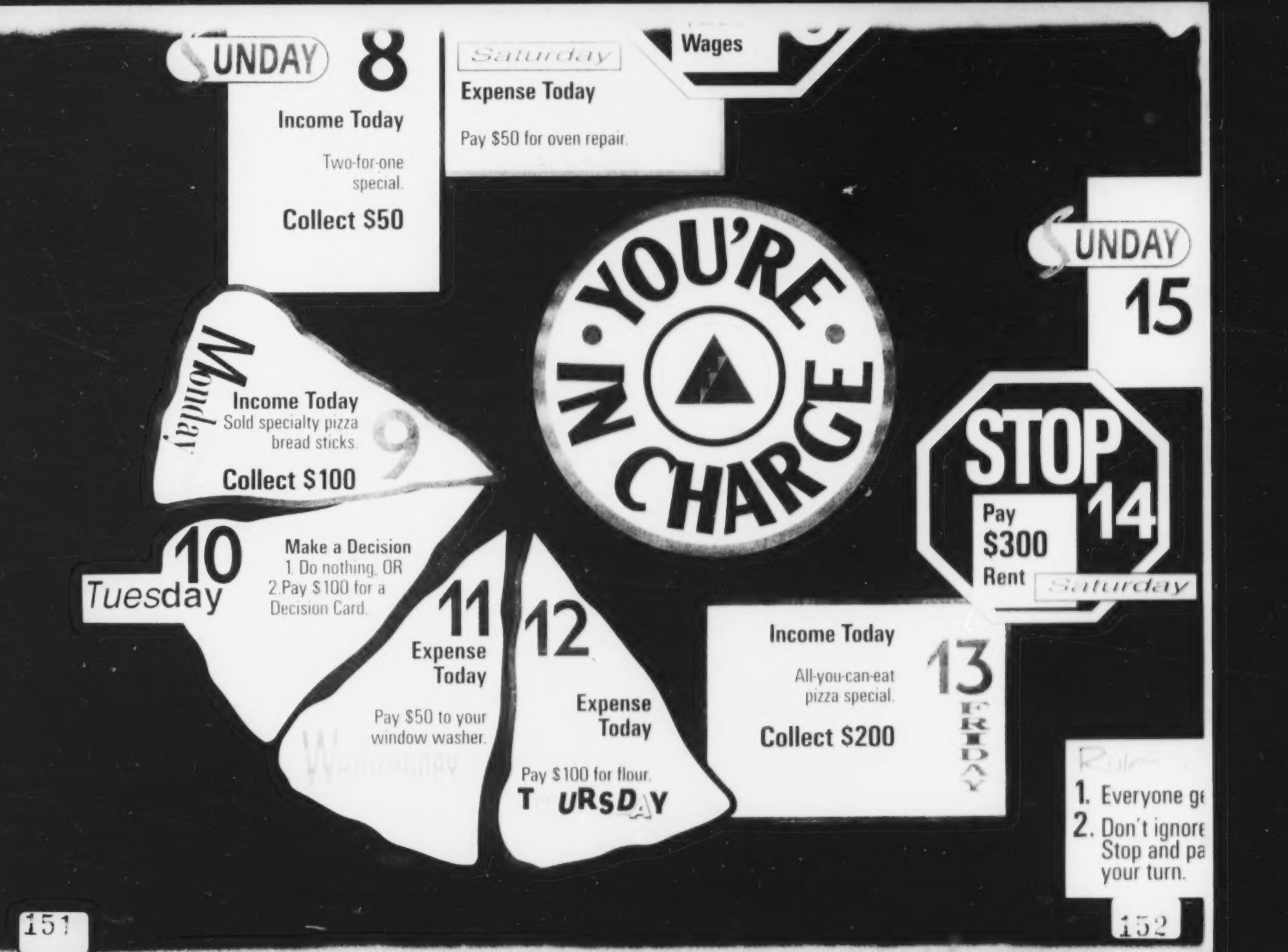
Expens

Pay $50
sauce.

150

14

149


UNDAY
8
Income Today
Two-for-one special.
Collect $50
Saturday
Expense Today
Pay $50 for oven repair.
Wages
YOU'RE IN CHARGE
UNDAY
15
Monday
Income Today
Sold specialty pizza bread sticks.
9
Collect $100
STOP
14
Pay $300 Rent
Saturday
10
Tuesday
Make a Decision
1. Do nothing, OR
2. Pay $100 for a Decision Card.
11
Expense Today
Pay $50 to your window washer.
12
Expense Today
Pay $100 for flour.
T URSDAY
Income Today
All-you-can-eat pizza special.
Collect $200
13
RIDAY
1. Everyone ge
2. Don't ignore
Stop and pa
your turn.

Our Region

Regional Explorer Award

Student Name

of

School Name

is hereby recognized as a valuable resource in our region.

Consultant

Teacher

Date

Junior Achievement

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Junior Achievement

OUR REGION
Comments Form

❑ Teacher
❑ Consultant

Junior Achievement's materials are periodically revised. To assist us in improving future editions of the *Our Region* materials, we invite you to complete the comments form:

Please provide some information about your *Our Region* class by checking the appropriate box.

Grade: ❑ 3 ❑ 4 ❑ 5 ❑ other, please specify_____

***Our Region* was offered**
- ❑ once a week over five weeks
- ❑ twice a week over three weeks
- ❑ other, please specify_____

_____

The volunteer consultant was a
- ❑ business volunteer
- ❑ college-age student
- ❑ high school student
- ❑ other, please specify_____

1. What is your overall assessment of *Our Region*? Please check:

❑ excellent ❑ good ❑ fair ❑ poor

2. Please rate the effectiveness of the following parts of the *Our Region* program by circling the appropriate number.

	Poor				Excellent
a. Activity 1: Exploring Our State	1	2	3	4	5
b. Activity 2: Regional Resources	1	2	3	4	5
c. Activity 3: Make a Decision	1	2	3	4	5
d. Activity 4: You're in Charge	1	2	3	4	5
e. Activity 5: Here, There, and Everywhere	1	2	3	4	5
f. Follow-up Activities	1	2	3	4	5
g. Interdisciplinary Activities	1	2	3	4	5
h. Poster	1	2	3	4	5
i. Game Board	1	2	3	4	5
j. State Resource Guide	1	2	3	4	5
k. United States Wall Map	1	2	3	4	5

3. Describe the aspects of *Our Region* that you found most successful.

_____

_____

_____

4. Describe the aspects of *Our Region* that you found least successful.

_____

_____

_____

5. List any suggestions you have for improving *Our Region*.

_____

_____

_____

Please send your comments to:

Junior Achievement Inc.
Attn: Elementary School Program
One Education Way
Colorado Springs, CO 80906-9954

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